Ves Thomas/Carl Braun

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The Canadian Spelling Program

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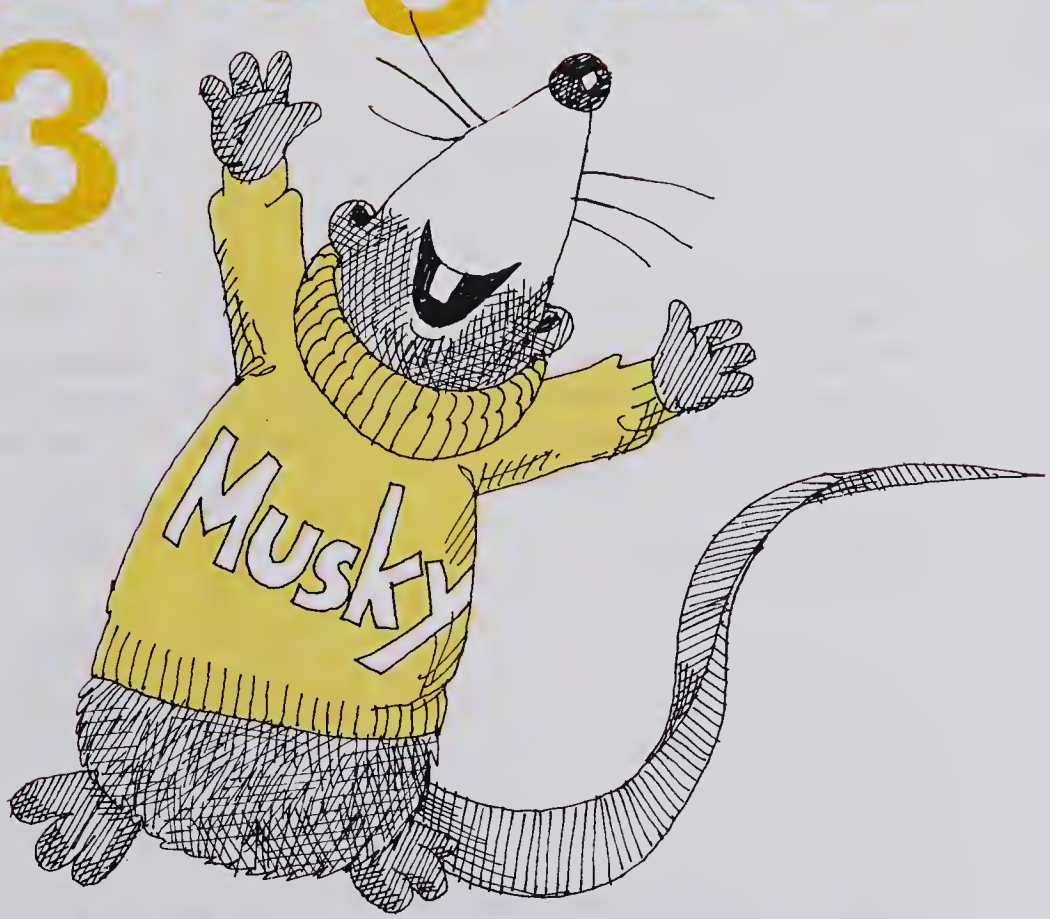
The Canadian Spelling Program 3

Ves Thomas
Carl Braun



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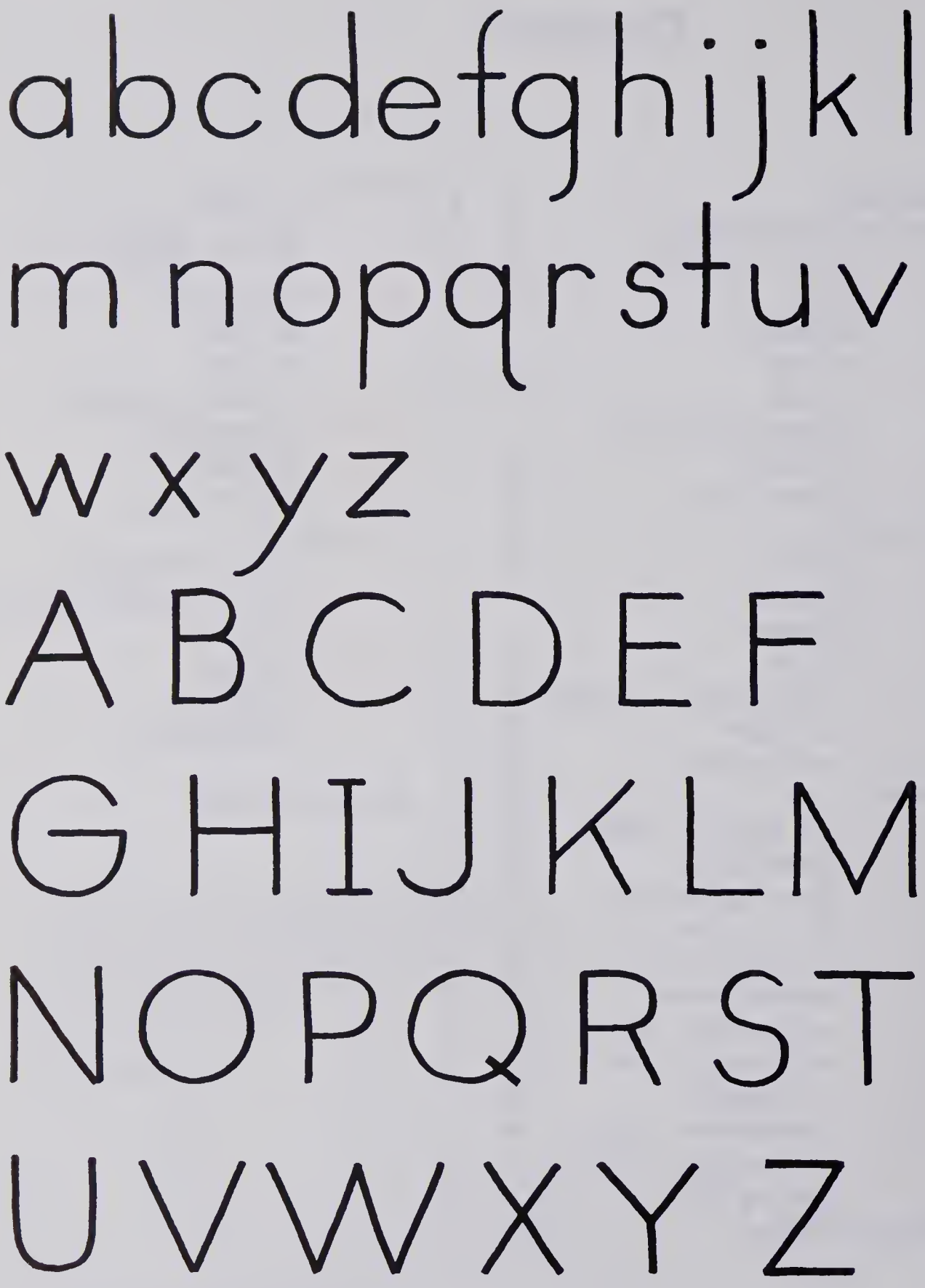

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How to Study Your Words

You will already know how to spell some of the words in this book, but there might be some words that are hard for you. You will have to study these words carefully.
When you need to study a word, use these steps:

1. **Look** at the word, letter by letter, from beginning to end.
2. **Say** the word to yourself and listen carefully to the sounds.
3. **Cover** the word.
4. **Write** the word.
5. **Check** the spelling, letter by letter, with the word in the list.

If you make a mistake, notice where it is.
Did you make a mistake at the beginning of the word, or in the middle, or at the end?
Was your mistake with a consonant letter, or a vowel letter, or both?
Now do all the steps over again with the same word.

Symbols

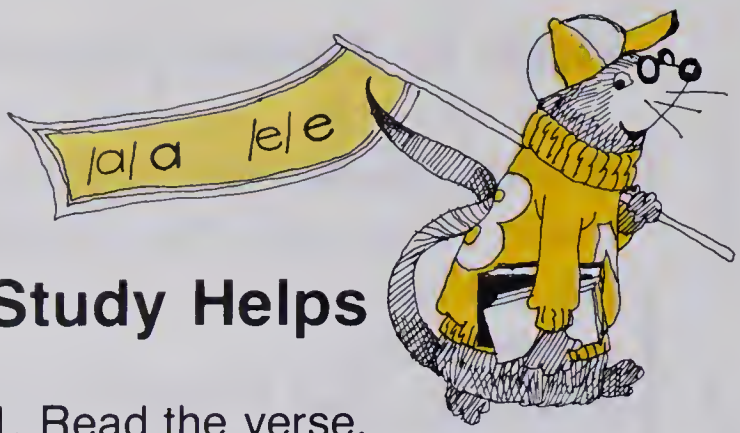
Look at these symbols: /a/ /ē/ /är/ /k/.
Symbols like these will be used in every unit.
These symbols stand for sounds. For example, the symbol /a/ stands for the vowel sound you hear at the beginning of the word apple.
The vowel sound /a/ is spelled with the letter **a**.

1

sat
fat
bang
land
ask
met
set
men
ten
end
to
too

Pretest

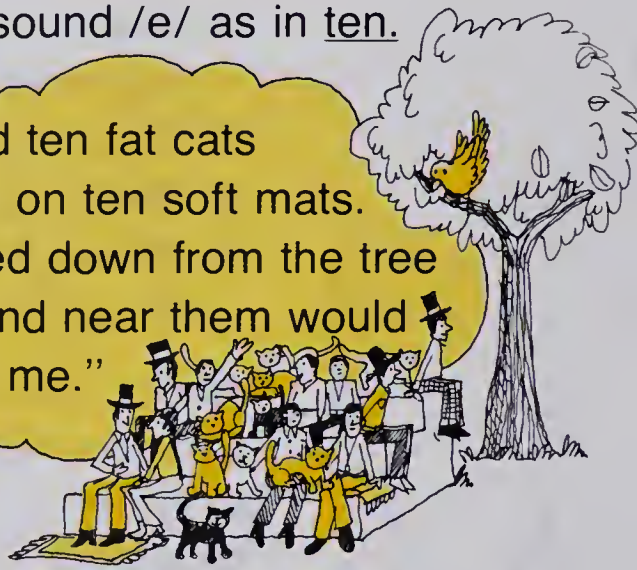
How many words did you get right?
If you misspelled a word, look at it carefully.
List the words you found hard to spell.



Study Helps

1. Read the verse.
   Listen carefully for words that have the vowel sound /a/ as in rat, and words that have the vowel sound /e/ as in ten.

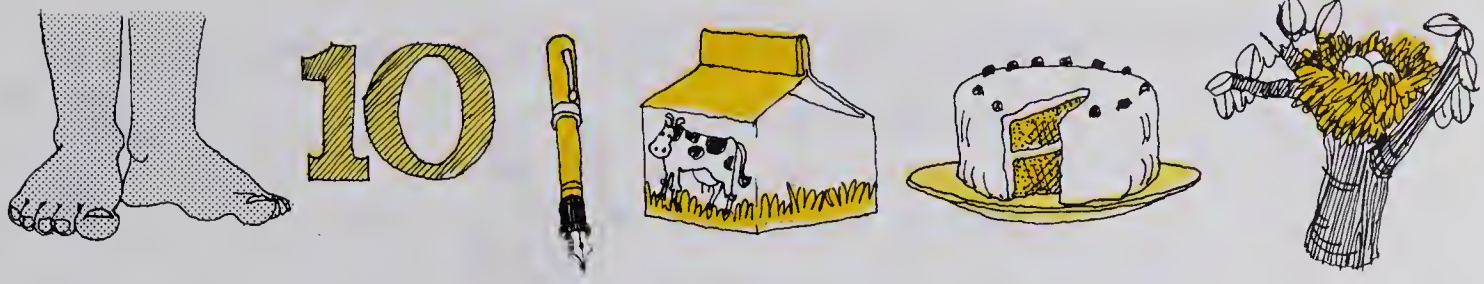
Ten tall men and ten fat cats
Sat on the steps on ten soft mats.
A little bird looked down from the tree
And said, "To land near them would
be the end of me."



   Write the words in which you heard the vowel sound /a/. What letter spells the vowel sound /a/?
   Write the words in which you heard the vowel sound /e/. What letter spells the vowel sound /e/?

2. Write the list words that have the vowel sound /a/.
   Write the list words that have the vowel sound /e/.
   Write the two list words that do not have either /a/ or /e/.

3. Say the picture words. Write the words that have the vowel sound /e/.



4. Say the picture words. Write the words that have the vowel sound /a/.

5. Say each word. Write the words that have the vowel sound /a/.

seat	sat	sand	land	ate
fat	sang	bang	ask	mask

6. Say the words. Write the words that have the vowel sound /e/.

met	end	send	meet	men
mean	seat	set	ten	mend

Usually we use the letter **a** to spell the vowel sound /a/ that we hear in words like cat and apple.
Usually we use the letter **e** to spell the vowel sound /e/ that we hear in words like ten and end.

Using Your Spelling Skills

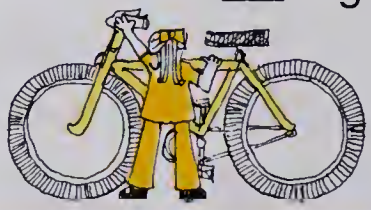
1. Read the sentences. Notice how the words to and too are used.

We go to school.

I like to jump.

My dog came too.

This bike is too big.



2. Your teacher will dictate these sentences.

Ten fat men went to work.

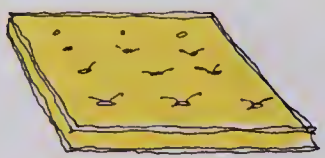
One man worked too hard.

The other men worked hard too.

Did you spell the words to and too correctly? Check carefully the spelling of all the other words.

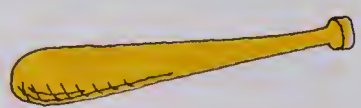
3. Write the word cat.
Write new words by changing a consonant letter.
The pictures will help you.

cat

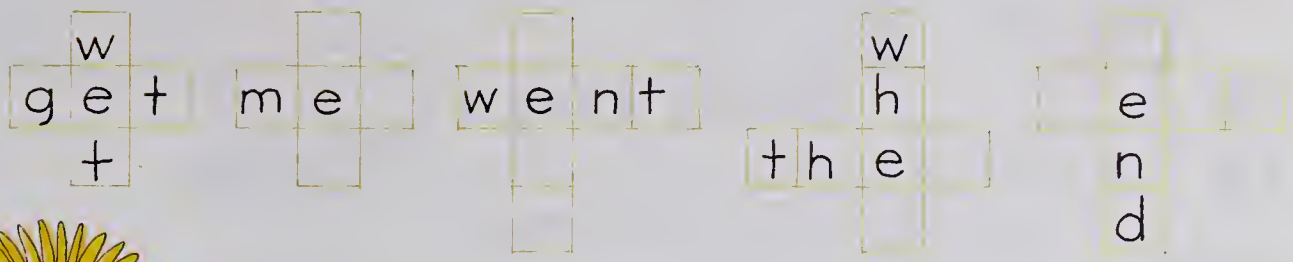


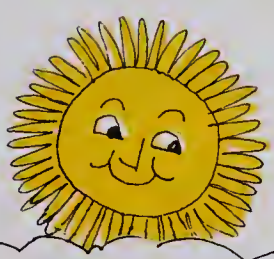
mat

cab



4. In your notebook draw shapes like the ones below.
   Fill in letters that make pairs of rhyming words.





5. Write the two words from each group that have the same vowel sound.

sat set sit mat

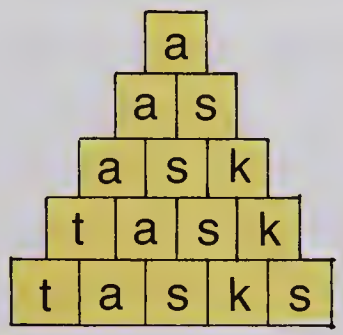
make bad boat mask

red ride bed seed

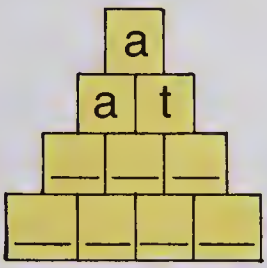
end ask land mean

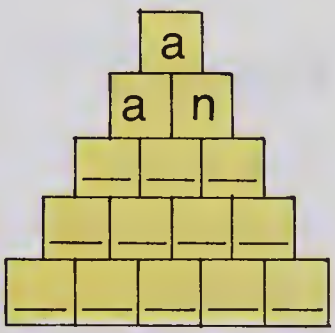
6. Build a tower of /a/ words by starting with the letter **a** and adding one consonant each time to spell a new word.

Here is one example:



Now see what you can do with these two:





Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

2

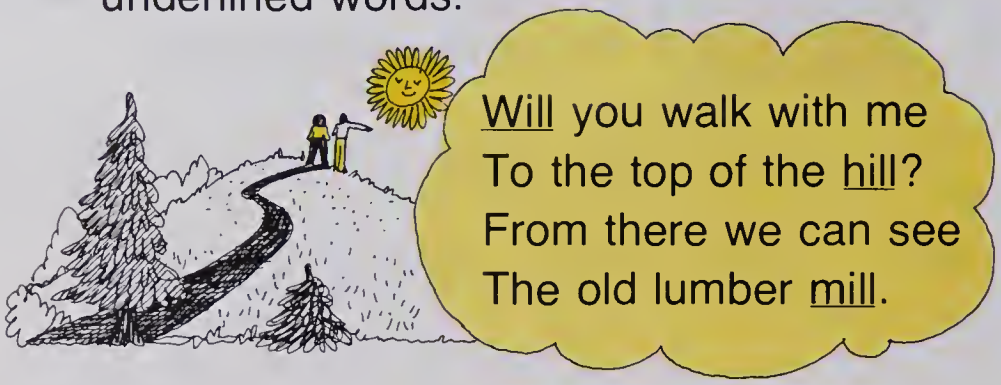
hill
kill
sick
pick
bit
well
tell
smell
ever
last
because
just

Pretest

How many words did you get right?
If you misspelled a word, look at it carefully.
List the words that you found hard to spell.

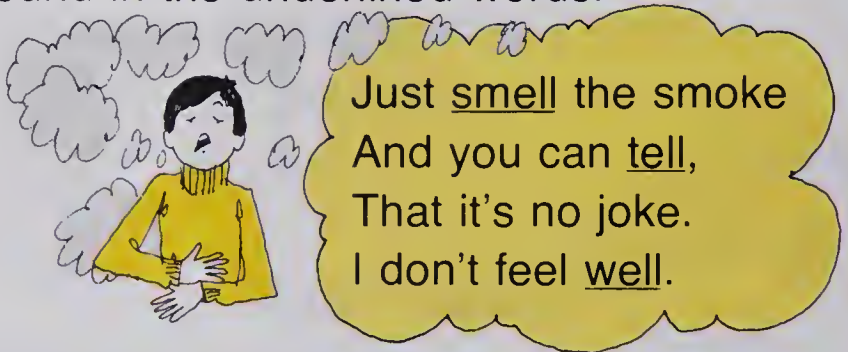
Study Helps

1. Read the verse.
   Listen carefully to the vowel sound in the underlined words.



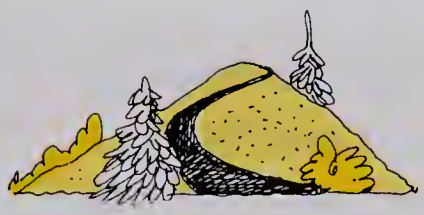
Words like will, hill, and mill all have the vowel sound /i/. How is it spelled?
Write the list words in which you hear the vowel sound /i/. Say each one to yourself as you write it.

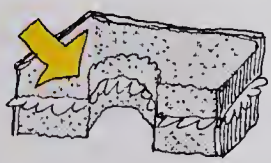
2. Now read this verse and notice the vowel sound in the underlined words.



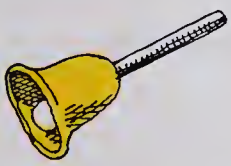
Words like smell, tell, and well all have the vowel sound /e/. How is it spelled?
Write the list words that have /e/.

3. Say the picture words. Write the words in which you hear the vowel sound /i/.





4. Say the picture words. Write the words in which you hear the vowel sound /e/.



5. Write the list words that rhyme with these words.

fast	will	never	sit
must	bell	spell	kick

6. Look at the word <u>because</u>. Say <u>because</u>.
How many parts do you hear?
Think about the two parts.

be	cause

Look at each part carefully.
Now cover the word and write it in your notebook.
Check it. Did you get it right?
The word <u>because</u> has two parts or <u>syllables.</u>
A syllable is a part of a word in which you hear a vowel sound.

Usually we use the letter i to spell the vowel sound /i/ that you hear in words like <u>hill</u> and <u>bit.</u>
A <u>syllable</u> is a part of a word in which you <u>hear</u> one vowel sound.

Using Your Spelling Skills

1. Your teacher will dictate these sentences. As you write, say each word carefully. Think about the sounds and the letters that are used to spell the sounds.

   I went home because I was sick.

   This hill is just a bit too big.

   Did you ever kill a spider?

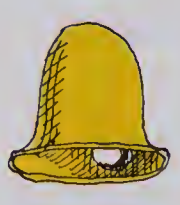
   Check your spelling carefully.

2. Write as many /i/ words as you can by changing the first consonant in each of these words:

   hill

   sit

3. Write as many /e/ words as you can by changing only one consonant at a time in each of these words:

   bell 

   men

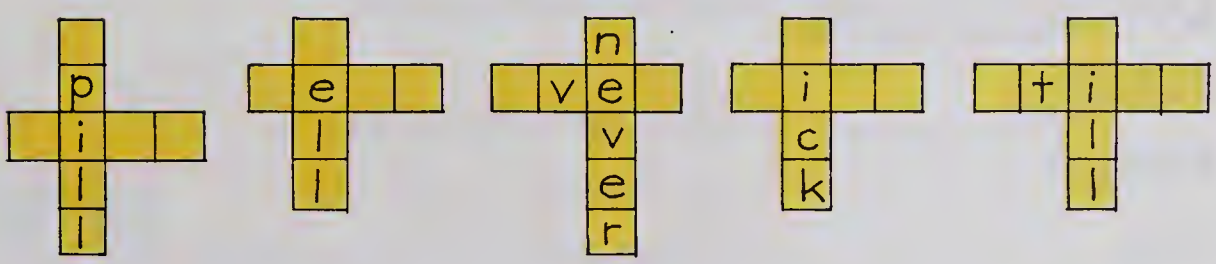
4. Write these headings in your book:

/e/	/i/

Now write each /e/ word and each /i/ word in the right list.

fill	file	fell	felt	feel
let	wet	win	bit	grind
in	mend	mind	left	lift

5. Find letters that will fit in the spaces to make rhyming pairs of /e/ or /i/ words. Write the pairs of words in your notebook.



6. Unscramble these sentences by putting the words in the right order.
Then write the sentences in your book.

pet My sick is.

doesn't He just well feel.

Please of paper pick the last up bit.

7. Write answers to these questions.
Your answer must use the word that follows each question.

Do you feel sick? (well)

Why didn't you come to the party? (because)

Unit Test

Your teacher will dictate all the list words in this unit. Check the spelling carefully.
If you misspell a word, write it in your special list.

3

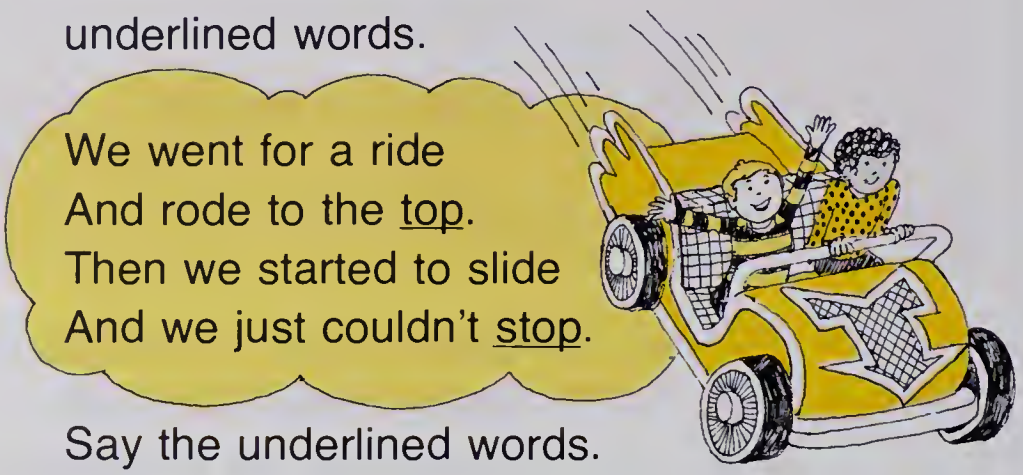
top
stop
cows
pond
class
best
trip
leg
tent
left
they
girl

Pretest

How many words did you get right? Look at the words you misspelled. List the words you found hard to spell.

Study Helps

1. Read the verse.
   Listen carefully for the vowel sound in the underlined words.



We went for a ride
And rode to the <u>top</u>.
Then we started to slide
And we just couldn't <u>stop</u>.

   Say the underlined words.
   Words like <u>top</u> and <u>stop</u> have the vowel sound /o/.
   What letter spells the vowel sound /o/?

   Notice that <u>top</u> and <u>stop</u> not only sound alike but they also look alike.

2. Write the /o/ words from your list that match these pictures:

3. Read these words. Write the words in which you hear the vowel sound /e/.

they	leg	beast	best	went
tent	lift	left	the	were

4. Use the picture and the sound clue to help you find the missing list word. Then write the complete sentence in your notebook.

(a) This was the best trip my _____ /a/ ever had.

(b) They slept in a _____ /e/ next to the _____ . /o/

(c) One girl fell and hurt her _____ . /e/

5. Write the list word with /i/.

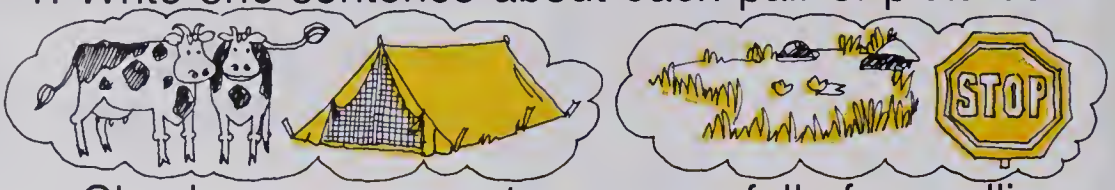
6. Write the three words that *do not* have any of these vowel sounds: /a/, /e/, /i/, /o/.

7. Look at the word stop.
   What two sounds do you hear at the beginning?
   What two letters spell these sounds?
   Letters like **st** in a word are called *consonant blends*.
   Write pond.
   Where is the consonant blend in this word?
   Write the other list words in which you hear and see consonant blends.
   Circle the consonant blend letters.

Usually we use the letter **o** to write the vowel sound /o/ that we hear in words like top and stop.

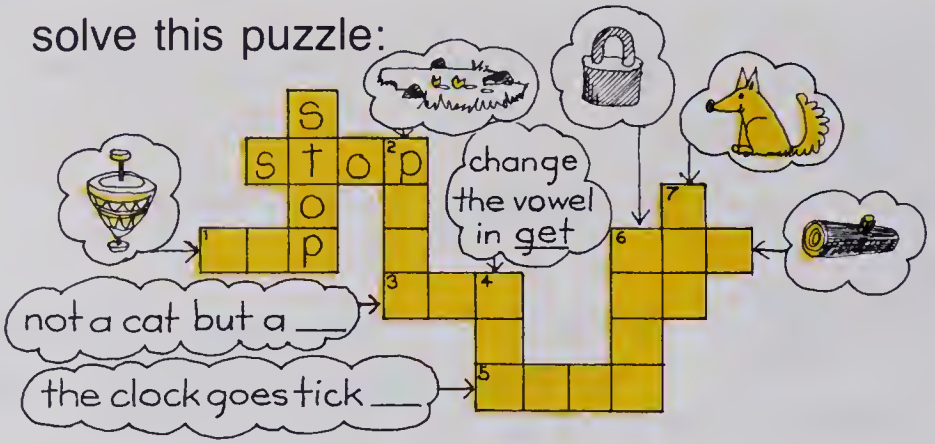
Using Your Spelling Skills

1. Write one sentence about each pair of pictures.



Check your own sentences carefully for spelling and punctuation.

2. Use all the clues to find the /o/ words that solve this puzzle:



Write the words in your book. Number the words to match the numbers in the puzzle.
Notice that number 6 has two answers, one down and one across.

3. Use a word you know to help you spell new words.
Start with the word top and then follow the directions carefully. Write the answers in your book.

top — Change the /o/ sound to an /a/ sound.

top — Change the /o/ sound to an /i/ sound.

top — Change the beginning consonant to the letter that comes before **n**.

4. Write the list word that means the opposite of each of these words:

go boy right worst

5. Do you remember alphabetical order? These words are in alphabetical order:

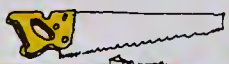
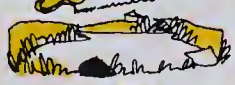
best cows girl leg

These words are not:

tent class pond left stop

In your book, write these words in alphabetical order.

6. Use the clues to find the missing words and then write the complete sentence.

We  near the  .

Please those from go + ing into the .

Check the spelling of each word.

7. Write a sentence or a verse for each pair of rhyming words.

stop hop	tent went	trip ship

Ask a friend to check your spelling.

Unit Test

Your teacher will dictate all the list words in this unit.

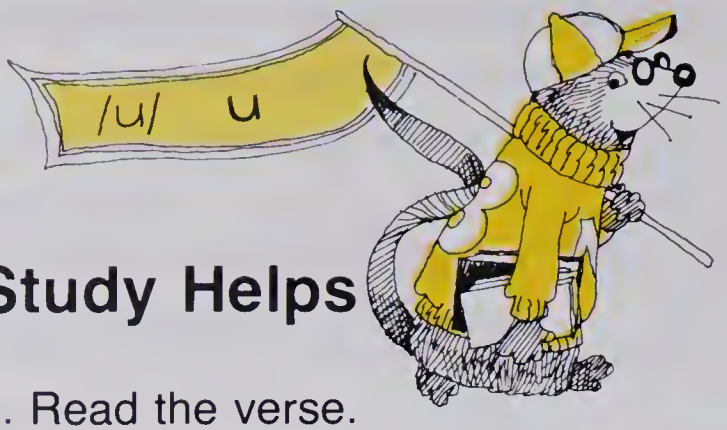
If you misspell a word, write it in your special list.

4

runs
jumps
under
until
duck
still
wind
gets
egg
visit
there
their

Pretest

How many words did you get right? Look at the words you misspelled. List the words you found hard to spell.



Study Helps

1. Read the verse.
Listen for the vowel sound /u/ in the underlined words.

My fluffy puppy can jump and run.
He'll chase the ducks just to have fun.

Notice that the letter **u** is used to spell the vowel sound /u/ that you hear in words like jump and run.
Write the list words that have the vowel sound /u/ in the middle.
Write the list words that have the vowel sound /u/ at the beginning.

2. 10 ten 6 six 10 + 6 = 16 sum

Make three lists like this:

/e/	/i/	/u/
ten	six	sum runs

Now under the right heading, write the list words that have the same vowel sounds.
One of the words should go in two different lists. Which two words will you leave out?

3. Look at the way their and there are used.

their car

their house

their toys

over there

Sit there.

There it is.

Copy each of these sentences in your notebook and fill in the blank with either their or there.

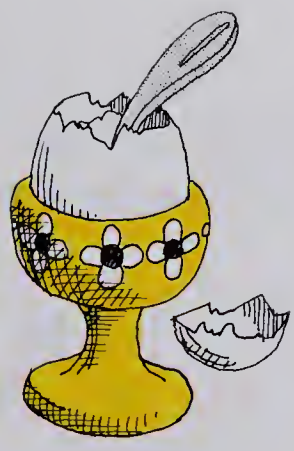
(a) We played with _____ things.

(b) Please stand _____ .

(c) _____ is our house.

(d) _____ car is over _____ .

Check to see if you used the right word. One way to check your own work is to see if you could use here in any place that you used there. For example, we could say "over there" or "over here," "sit there" or "sit here." But it wouldn't sound right to say: "here car" for "their car" or "here toys" for "their toys."



4. Look at the word egg. Say it.
It ends in one consonant sound, but we write the sound with two letters — **gg**. This spelling is called a *double consonant*.
Write the other list word that ends with a double consonant.

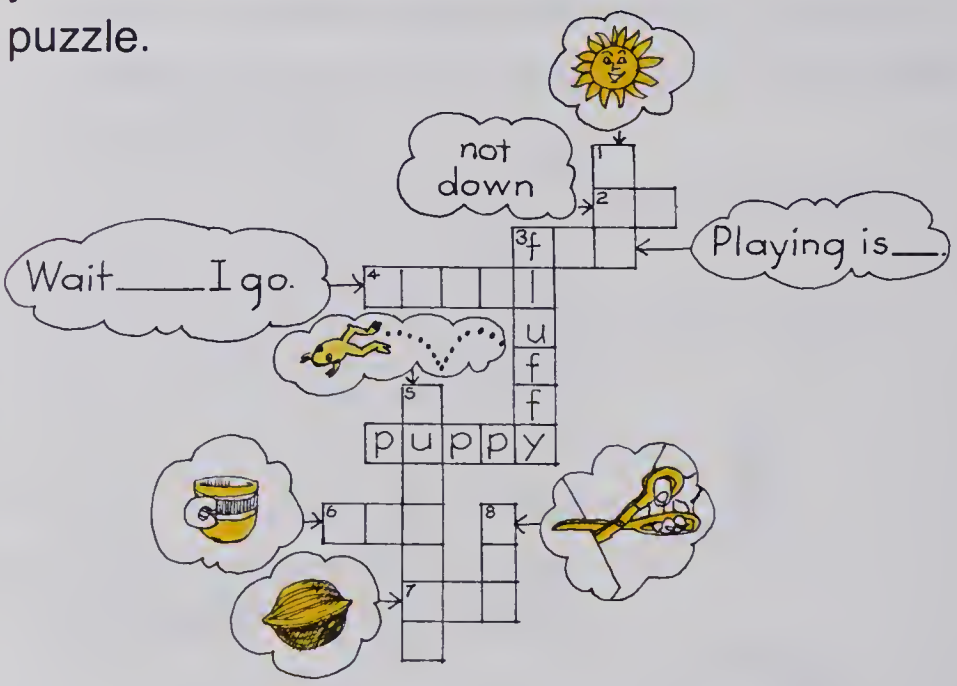
5. Write the three list words that have two syllables.

Usually we use the letter **u** to write the vowel sound /u/ we hear in words like up and cup.

Sometimes we use a *double consonant* to spell one sound as in egg and class.

Using Your Spelling Skills

1. Use all the clues to find /u/ words that solve this puzzle. Write the words in your book. Number your answers to match the numbers in the puzzle.



2. Musky has lost three vowels and cannot finish these words. Decide what the missing letters are and write the words in your book.

r __ ns	v __ s __ t	sp __ ll	__ gg
d __ ck	__ nt __ l	sp __ ll	w __ nd
st __ ll	g __ ts		

3. Fill in the blanks in each pair of sentences.

Hints: The word for sentence (a) can be found in your spelling list.

The word for sentence (b) always has three letters that are in the first word.

The first one is done for you.

(a) The opposite of under is over.

(b) The opposite of run is walk.

(a) I will stay here _____ noon.

(b) This _____ is hard to crack.

(a) My dog _____ very quickly.

(b) The _____ is bigger than the moon.

(a) Did you _____ your watch?

(b) I will _____ this race.

4. Arrange the words in the right order and then write the sentences correctly.

house there. is over Their

jumps My pup he until gets tired.

off Tim the ladder. fell

Unit Test

Your teacher will dictate all the list words in this unit.

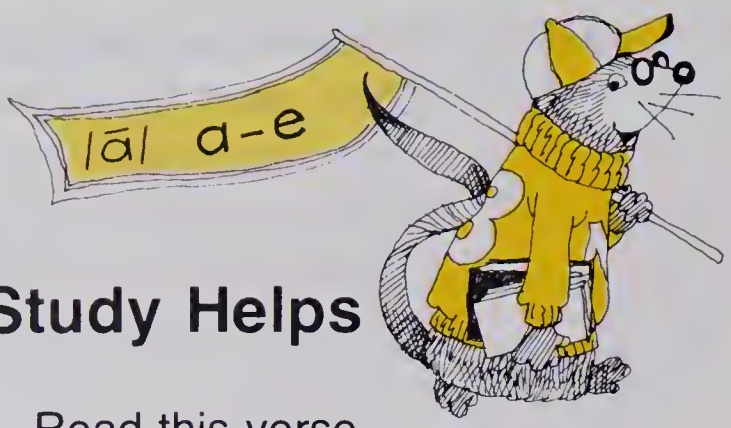
If you misspell a word, write it in your special list.

5

game
same
lake
snake
gave
skunk
trunk
rock
sing
king
friend
people

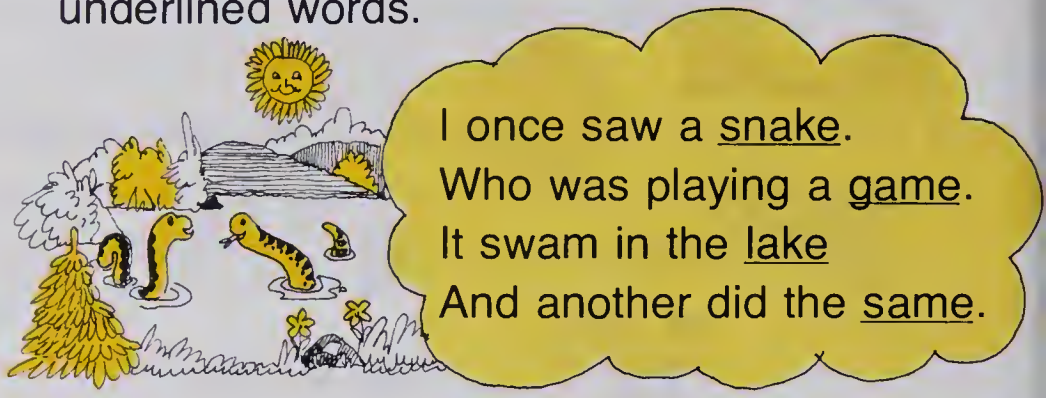
Pretest

How many words did you get right?
If you misspelled a word, look at it carefully.
List the words you found hard to spell.



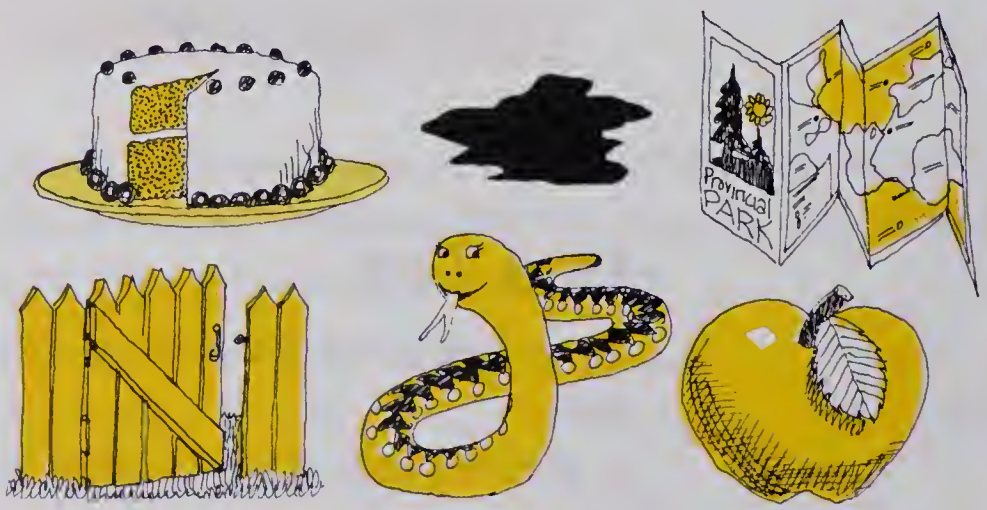
Study Helps

1. Read this verse.
   Listen for the vowel sound in each of the underlined words.



   Notice that the vowel sound /ā/ as in game and lake is spelled with the vowel letters **a — e**.
   Write the list words that have the vowel sound /ā/ .

2. Say the picture words. Write the /ā/ words in one list and the /a/ words in another list.

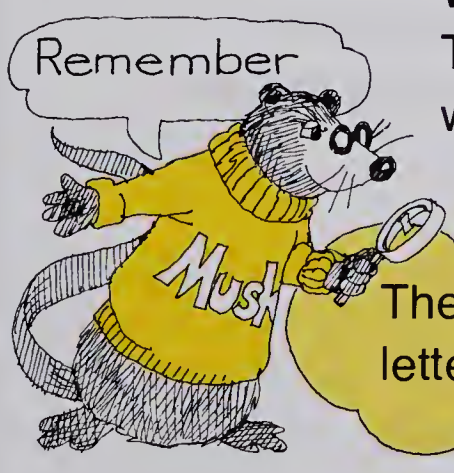


3. Find list words that rhyme with each of these. In your book write the picture word and the rhyming words for each.

sunk name rake bend wing wave

4. Look carefully at the word friend.
What vowel sound do you hear?
Write the word. Circle the letters that spell the vowel sound.
Notice how it ends — friend. Remember that a good friend will stay with you to the end.
The word friend is the only word in which we spell the vowel sound /e/ with the letters **ie**.

5. Another word you should study carefully is people.
How many syllables do you hear?
What vowel sound do you hear in the first syllable?
What vowel letters spell the vowel sound?
The word people is the only word in which we spell the vowel sound /ē/ with the letters **eo**.



The vowel sound /ā/ is often spelled with the letters **a — e**.

Using Your Spelling Skills

1. Look in your storybook, or in a science book, or some other book you are reading. Try to find some more words that rhyme with the list words. For example, you might find: fame and lame, or bake and fake. Write these words in a special place in your book.

2. Use the sound clue to help you find the missing list words in these sentences.

   Write only the words in your book.

Bess (/ā/) a (/ā/) to her friend.
He can (/i/) a song.
A (/u/) is black and white.
We swam in the (/ā/) .
The elephant has a long (/u/) .
We played a funny (/ā/) .
I threw a (/o/) into the lake.
Would you like to be the (/i/) of your country?
We have the (/ā/) hats.
You are my best (/e/) .

3. Answer each question in a sentence.
   Use the underlined word in your answer.

   Where are all the people?

   Who is your friend?

   What game do you like best?

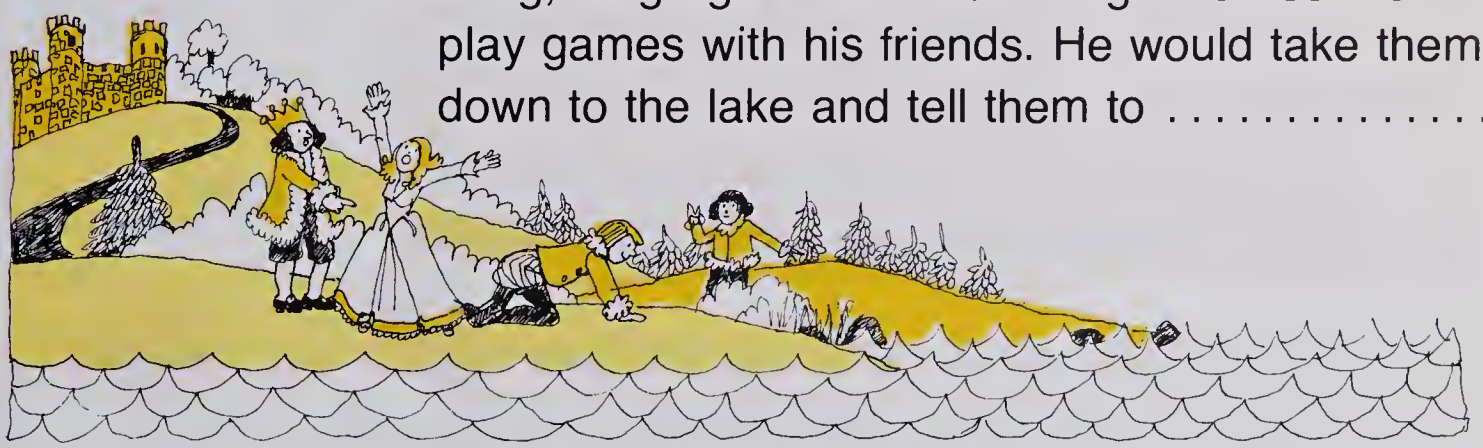
   When did you go to the lake?

4. Follow the directions to spell new words. Write them in your book.

- Write the picture word.
- Change /ā/ to /ī/.
- Add **s**.
- Change the beginning sound /l/ to the ending sound you hear in <u>eat</u>.

- Write the picture word.
- Change /i/ to /o/.
- Change /i/ to /a/.
- Add **s**.
- Add **ing**.
- Change **s** to **spr**.

5. Long, long ago there was a king who used to play games with his friends. He would take them down to the lake and tell them to . . . . . .



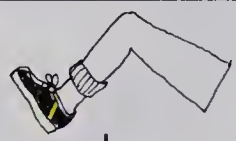
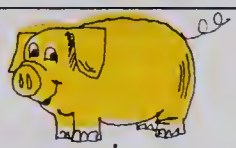
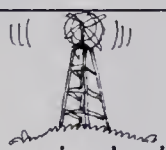
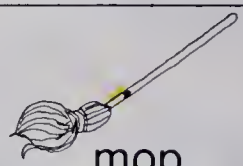
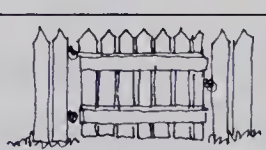
What did the king tell his friends to do?
Look at your list words. Some of them could give you some clues.
Finish the story.

Unit Test

Your teacher will dictate all the list words in this unit.
If you misspell a word, write it in your special list.

6 Looking Back

1. Most of the list words in the first five units have these vowel sounds:

Sound	Spelling	Examples
/a/	**a**	apple rat
/e/	**e**	egg  leg
/i/	**i**	 pig  windmill
/o/	**o**	stop  mop
/u/	**u**	umbrella cup
/ā/	**a — e**	 gate snake

Divide your page to make six lists and name them /a/, /e/, /i/, /o/, /u/, and /ā/.
Write each of these words in its proper list:

hill	well	best	wind
fat	ask	bang	trunk
stop	men	lake	gets
skunk	and	land	visit
still	pick	rock	kill
duck	class	pond	snake
runs	egg	left	met
same	tent	game	gave

2. Dictation

Your teacher will dictate these words and sentences to you:

because	they	friend
people	just	girl

May I come too?

We went to their house.

The little duck is still there.

Check your own spelling very carefully by looking at the words and sentences in this book.

Do you remember the study steps that you should use with each word you find hard to spell? Find two words in your special list. Use these steps with the words.

Look at the word carefully letter by letter.
Say the word to yourself and listen to the sounds.
Cover the word.
Write the word.
Check the word carefully letter by letter.
Did you spell the words right?

3. The vowel letters are missing from these words. Use the vowel sound beside each group of letters to write the word as it should be spelled. Sometimes you will have to add two letters.

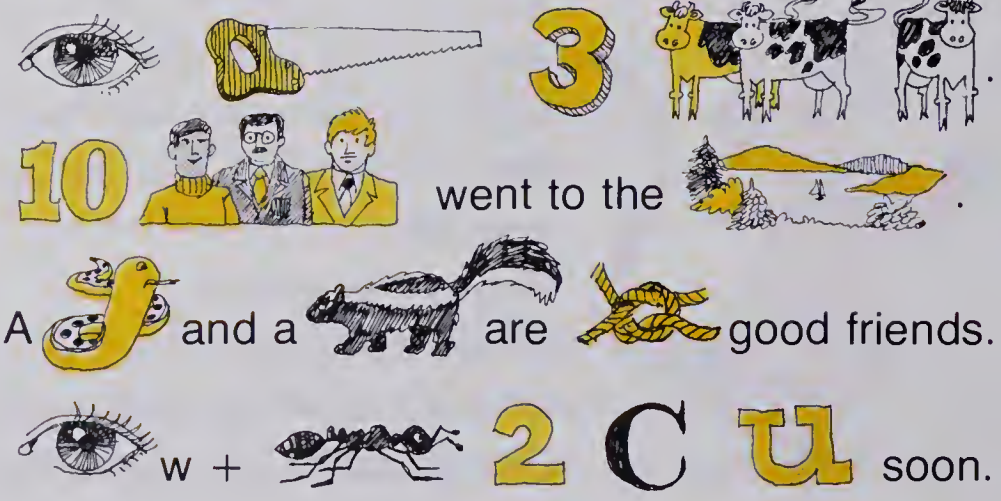
st	/a/	trnk	/u/	smll	/e/
bng	/a/	sng	/i/	gg	/e/
vst	/i/	snk	/ā/	lk	/ā/

4. Musky wrote some sentences, but is having trouble spelling some of the words. Help Musky find the words that are misspelled. Did Musky leave out a question mark? Write the sentences in your notebook.

I well come too visit you.
Why dont you aks?
Is that there house.
There friend is goin with them.
Can you come to?

Check your own writing for spelling and punctuation.

5. Read the picture sentences. Write the sentences in words.



soon.

hill
a
s
tell
a
k
egg
—
—
———
—
—
—
—

6. How many of all the list words in the first five units can you use to make a staircase?
Start with the word hill.
Find a list word that starts with the last letter of hill.
Write it with letters going down. Then use the last letter of this word to find the next word, and so on. Look carefully at the sample. Make the staircase as long as you can.

7. Some words in these sentences are not spelled right because the vowel letters are missing. Use the vowel sound shown beside each sentence to help you spell the words.
Write each sentence correctly.

/o/ We did nt stp at the tp of the hill.

/u/ My dog rns and jmps ntil it's time to eat lnch.

/ā/ We played the same gm at the lk.

/i/ See f t s n the bg box.

/e/ This is the bst tnt we ver had.

/a/ Tht bng made their ct jump.

8. For each blank, use one of these words:
to, two, too, there, or their.
Write the completed sentence in your book.

- We went _____ _____ house.
- _____ children ran _____ the pond.
- We want _____ go _____ , _____ .
- _____ it is, over _____ .

In the Fall

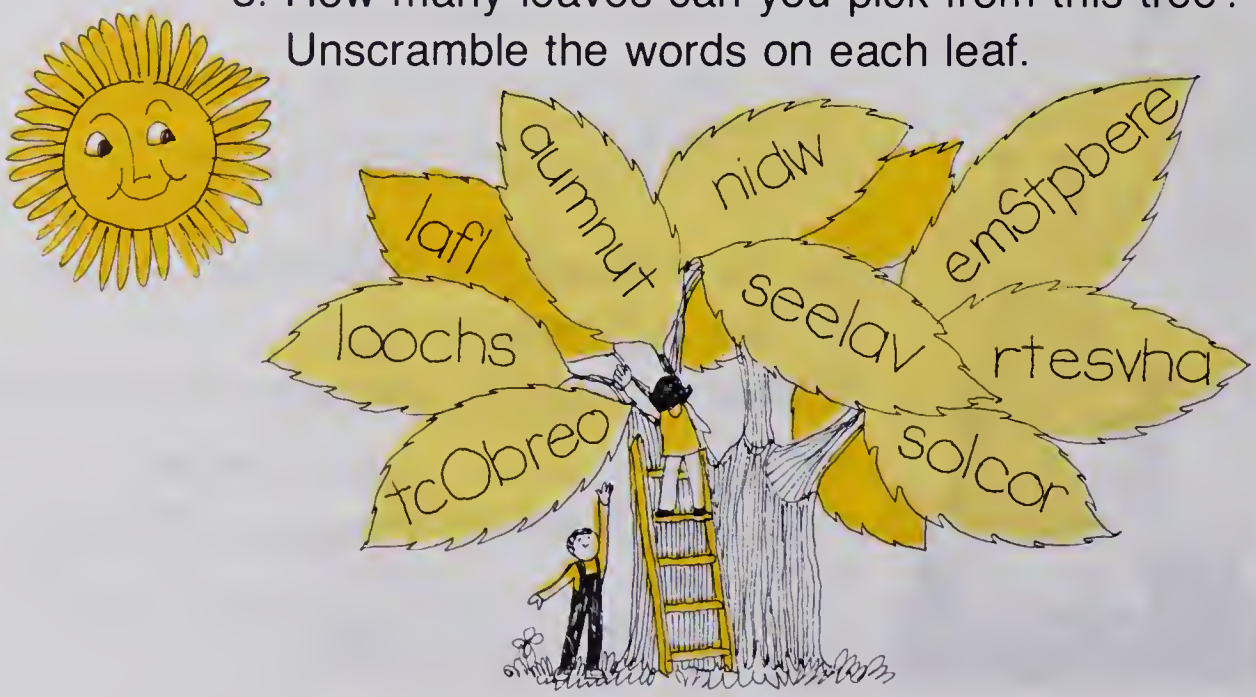
1. Write down words that come to your mind when you think about <u>fall</u>. Close your book. When you've finished your list, open your book and compare your words with these that were written by a grade-three pupil:

autumn	September	school	colors
fall	October	golden	wind
harvest	Thanksgiving		

Have someone dictate these words and any others you would like to add.
Did you spell them all correctly?
If not, use the special study steps.

2. Write three words from the list that have capital letters. Why do these words need capital letters?

3. How many leaves can you pick from this tree? Unscramble the words on each leaf.



4. Fall

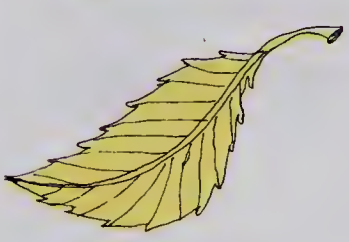
A leaf is a letter
Written by a tree.
Printed in gold:
REMEMBER ME.

This verse was written by a grade-three girl in Australia.

Can you write a verse about fall? You might like to write about the beautiful colors in fall, or starting school again, or Thanksgiving dinner.

5. What do these groups of words remind you of? Write a sentence, using each group of words.

(a) golden autumn
(b) school September
(c) harvest time
(d) pumpkin pie
(e) jack-o'-lanterns



6. Solve this puzzle.

(The day before Sunday.) S_ _ _ _ _ _ _ _
e

(I like this pie.) p_ _ _ _ _ _ _

(This is a farm bird.) t_ _ _ _ _
e
m

(They fly south.) b_ _ _ _
e

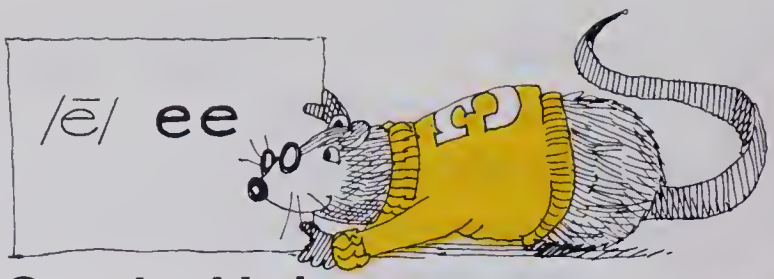
(red and gold _ _ _ _ r_
and brown)

7

feet
street
asleep
teeth
games
first
books
looks
every
ago
about
summer

Pretest

How many words did you get right?
Look carefully at any word you misspelled.
List the words that were hard for you.



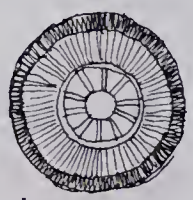
Study Helps

1. Read this verse.

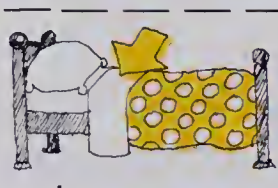
Johnny lives on our street,
These rules he tries to keep:
Brush your hair, and wipe your feet,
And clean your teeth before you're asleep.

Write the underlined words that use the letters **ee** to spell the vowel sound /ē/ you hear in sheep

2. In your book, write the picture words. Each word should have the letters **ee**.



_ _ _ _ _ _ _ _ _ _ _ _ _ _ wh _ _ _



ch _ _ k sh _ _ _ _ _ _ _

3. Look at these three words and say them to yourself: teeth cheek sheet
How do we spell the last sound of teeth?
How do we spell the first sound of cheek and sheet?

4. Write the two list words that rhyme with <u>hooks</u>. Circle the two vowel letters in each word.

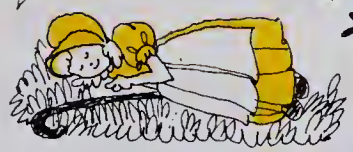
5. Use these **ee** words to complete the sentences beside the pictures:

sheep	green	tree	asleep
teeth	three	wheel	feet

This is a _____ _____.

Bobo has _____ missing _____.

This _____ will have muddy _____.



Little Bo Peep is fast _____.

One _____ is missing.

6. Read this sentence:

These books have games in them.

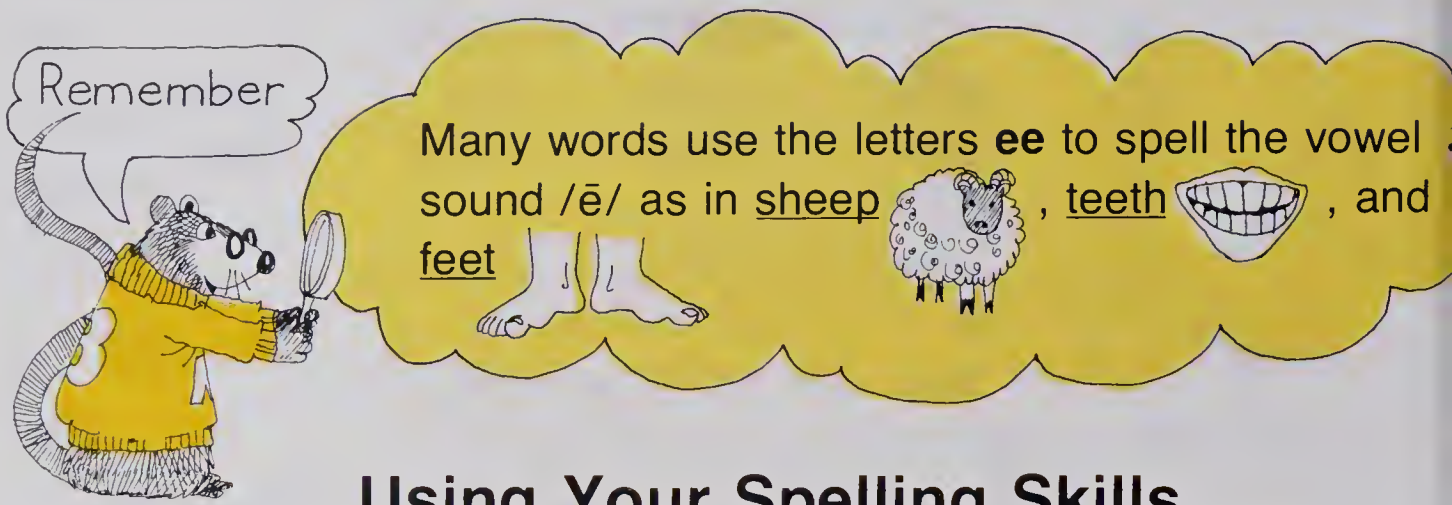
Which words mean "more than one"?
What letter shows that the words mean "more than one"?

Read this sentence:

The dentist looks at my teeth.

Which word in this sentence means "more than one"? How would you write this word when it means "only one"?
Look at the words: <u>tooth</u> <u>teeth</u>.
Notice that the vowel sound and the vowel letters in <u>tooth</u> change to mean "more than one."

7. Write the list word that has a *double consonant*. Write the three list words that begin with the letter **a**. Write one sentence in which you use these words.

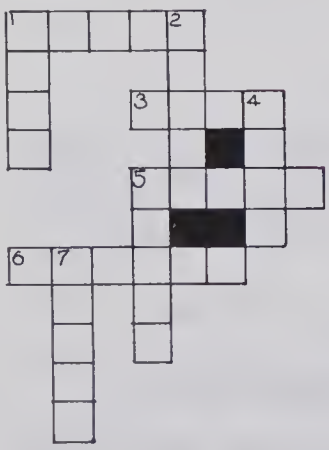


Using Your Spelling Skills

1. Find plant and animal words that spell the vowel sound /ē/ with **ee**. Add these to your own spelling list. Look in science books. Here are some that you might find: tree seed cheetah

2. Look at newspaper ads for **ee** words. Add these to your list.

3. Use words with **ee** to solve this puzzle. In your book, write the words beside the number.



Across
1. Mother puts a ____ on your bed.
3. You walk with your ____ .
5. Little Bo Peep lost her ____ .
6. When you are not awake, you are ____ .

Down
1. A plant grows from a ____ .
2. You chew food with your ____ .
4. It grows leaves.
5. You use a broom to ____ .
7. Candy is ____ .

4. Use list words to complete the sentences. Write the sentences in your book.

Don enjoys the _____ _____ .

She _____ at _____ _____ famous people.

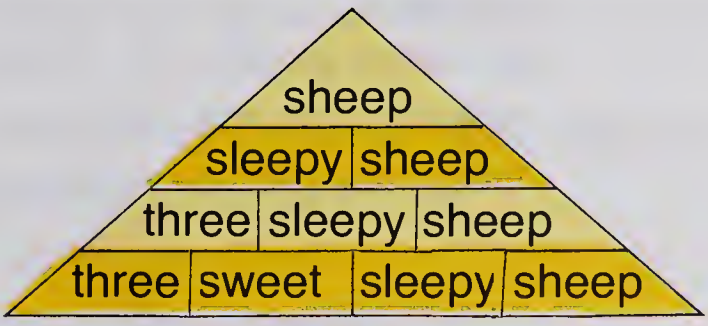
Maria scored her _____ goal two weeks _____ .

5. Write one sentence for each group of words:

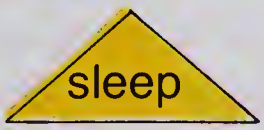
(a) is so tired fall asleep

(b) read books about Olympic games

6. Build pyramids by adding one **ee** word to each layer of the pyramid. The first one is done for you. Use the words under each pyramid. You can add small words like <u>the</u> and <u>on</u>, if you like.



meet street fleet



jeep deep creepy

screen sweep street

Unit Test

Your teacher will dictate all the list words in this unit.

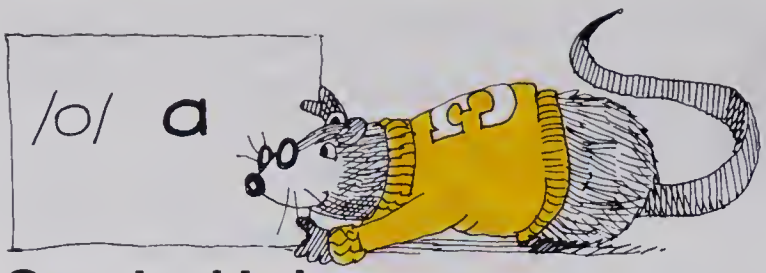
If you misspell a word, write it in your special list.

8

may
stay
Saturday
Sunday
week
dragon
cave
always
almost
also
call
holiday

Pretest

How many words did you get right?
If you misspelled a word, look at it carefully.
List the words that were hard for you.

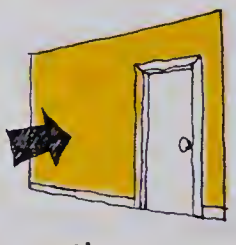


Study Helps

1. Read this verse:

On holidays we like to call
On friends we hardly see at all.
We also like it when they say,
"You're always welcome. Come and stay."

Say the underlined words.
What vowel sound do you hear before the consonant **l**? Write the underlined words.
What vowel letter spells this sound in these words?
In some words, the vowel sound /o/ is spelled with the letter **a**.
Write the picture words.



2. Find a word in the verse that has the vowel sound /ā/. Write five more list words that have the same sound. Is the vowel sound /ā/ spelled in the same way in all the words? Which one is different?

3. Write the picture word. Circle the letter that spells the first vowel sound.
What letter spells the second vowel sound?

4. Write five list words that have two syllables as in the word <u>because</u>.

5. The words <u>Saturday</u> and <u>holiday</u> have three syllables. Say each word slowly and tap the syllables as you say them. Each syllable has one vowel sound. Write the words as you say them.
   If you have trouble remembering the spelling, use the study steps
   LOOK SAY COVER WRITE CHECK
   to help you.

6. Write the two list words that start with a consonant blend.
   Write the list word that ends with a double consonant.
   Write the list word in which you hear /ē/.

7. Write a list word for each meaning:
   (a) the opposite of "go"
   (b) means "too"
   (c) means "nearly"
   (d) Bats live in them.
   (e) the first day of the week
   (f) It has seven days.
   (g) You might be frightened if you met one.

Remember

In many words the vowel sound /o/ is spelled with the letter **a**, as in <u>ball</u> and <u>salt</u>.
Words that have three syllables have three vowel sounds.

Using Your Spelling Skills

1. Write these arithmetic words in your special list. Circle the words in which you can hear three syllables as in holiday.

addition	subtraction	multiplication
divide	equals	problem
carry	division	dividend

Use the study steps with any of these words you find hard to remember.

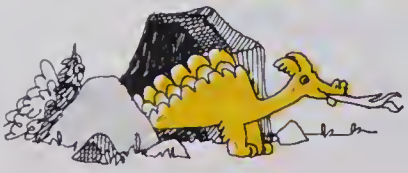
2. Which of these food words have the vowel sound /o/ you hear in call? Write them in your notebook.

almond	cabbage	crab
salt	cauliflower	ham
bacon	walnuts	currants

3. Complete these sentences with one of the list words.

He is _____ right.

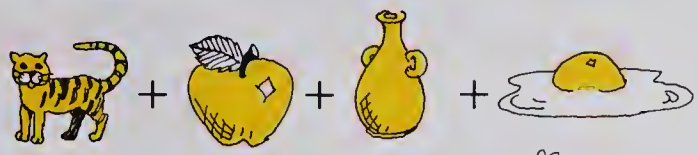
Christmas is my favorite _____ .



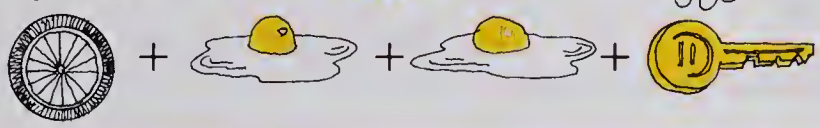
I read a book about a _____ who lived in a _____ .

There is no school on _____ and _____ .

4. Use the beginning letter of each picture word to write a word.

(a) 

(b)

(c) 

5. Dictation
Your teacher will dictate the verse for you.

On holidays we like to call
On friends we hardly see at all.
We also like it when they say,
"You're always welcome. Come and stay."

Check your own spelling and punctuation.

6. Add a line to make rhymes:
- I like Sundays _____
_____
- I thought I saw a dragon _____
_____

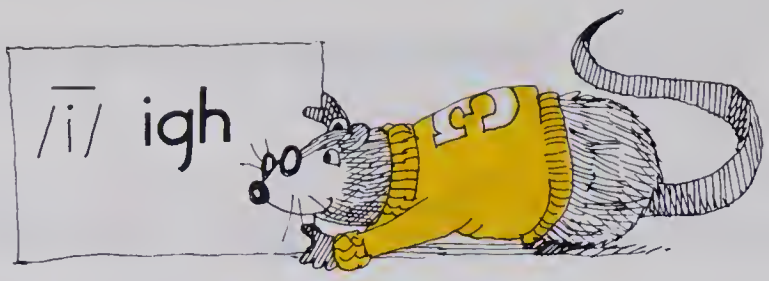
7. Write these words in a list in alphabetical order:
week also call may Sunday dragon holiday

Unit Test

Your teacher will dictate all the list words in this unit.
If you misspell a word, write it in your special list.

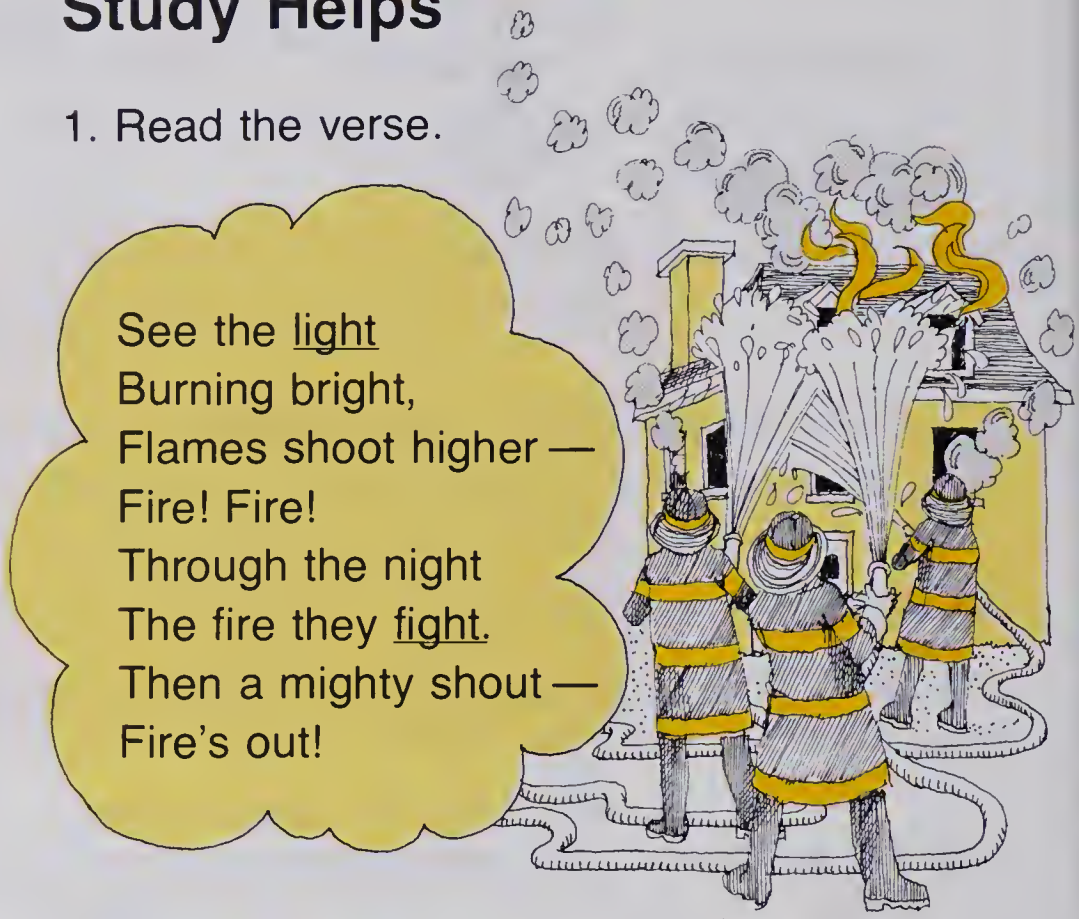
9

side
inside
times
tired
light
fight
kept
felt
queen
care
our
upon



Study Helps

1. Read the verse.



See the light
Burning bright,
Flames shoot higher —
Fire! Fire!
Through the night
The fire they fight.
Then a mighty shout —
Fire's out!

Write the two underlined words that rhyme with:

2. Look at these two words: bit kit.
Say them.
Now look at these two words and say them:

bite kite

What is the vowel sound in bit and kit?
What is the vowel sound in bite and kite?
How do we show the difference in the vowel sounds?

Pretest

How many words did you get right?
Write the words you found hard in your special list.

3. What is the vowel sound in lit and fit?
   What is the vowel sound in light and fight?
   How do we show the difference in the vowel sounds?
   Notice that in some words /ī/ is spelled with the letters **igh**.

4. Write the other list words that have the vowel sound /ī/.

5. Write two list words that have the vowel sound /e/.
   Circle the consonant blend in each word. In which word is the consonant blend hard to say?

6. Write a list word that rhymes with
   Look at the word care. Say it.
   When a vowel sound is followed by /r/, it is sometimes difficult to decide what vowel letter should be used.
   We show the vowel sound you hear in care like this: /ã/.
   Write care.
   What other vowel letter must you remember?

7. Write the list word for this picture:

   Say the word. We hear the consonant sounds /kw/ at the beginning of this word.
   What letters spell these sounds?

The letter **q** is always followed by the letter **u**.

8. Write the list words in which you hear two syllables.
These words are *compound words*.

In some words we use the letters **igh** to spell the vowel sound /ī/.
That's a bright idea!

Using Your Spelling Skills

1. The letters in these words can be re-arranged to form list words. Write the words in your notebook.

   dies mites left race tried

2. List all the /ī/ words in this verse:

Kites are flying in the sky.
High in the sky —
High in the sky —
Kites are flying in the sky.

Light as a butterfly they glide,
And higher still they climb.
Now they're tiny as a dime.
It's fun to fly kites in summertime.

How many different ways is the vowel sound /ī/ spelled in your list of words?

3. Write list words to match these meanings:
   (a) not heavy, but _____
   (b) not your boat, but _____ boat
   (c) not peace, but a _____
   (d) not given away, but _____
   (e) not a king, a _____
   (f) not outside, but _____

4. Finish the sentences to form a verse. Write them in your book.
   - The old cook was fired
     Because he _____
   - To jump a cliff I wouldn't dare.
     I know _____

5. Musky wrote a story, but forgot how to spell some words.
   Find the misspelled words and copy Musky's story in your book.
   Be sure to spell all the words correctly.

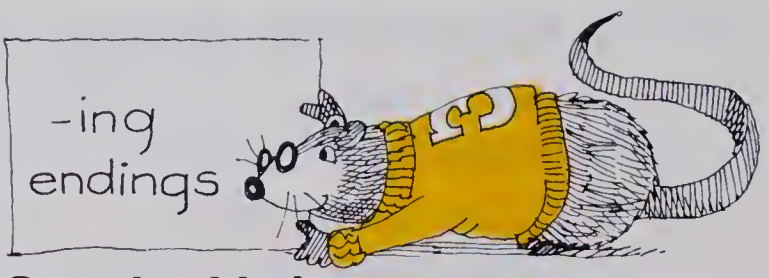
Once apon a time, there was a quean who was too tiered to cook. She turned on a lite to see wat snacks were in the cupboard. The cupboard was empty. Somebody had taken all the food. What should the quean do?

Unit Test

Your teacher will dictate all the list words in this unit.
If you misspell a word, write it in your special list.

10

camping
looking
running
getting
doing
ate
soft
maybe
later
fire
said
morning



Study Helps

1. Say this verse to yourself.

In the woods we went camping,
Getting the fire out stamping, stamping.
Running and looking for the flowers of spring
Maybe fishing, or not doing a thing!

Write the underlined words.
Notice that all these words have the ending **-ing**.
Take the ending off camping. Write camp.
Camp is a *base word*.
You can add endings like **-s**, **-ed**, and **-ing** to base words.

Look at getting.
The base word is get.
What was added to the base word before the ending **-ing**?
Write the base words of the other words underlined in the verse.

Pretest

How many words did you get right?
If you made a mistake, write the word in your special list.

2. Write one word that tells what the people in each picture are doing.

camping

Underline the base words in the words you wrote. To which base words did you add a letter? Circle the extra letter.
Write running and getting.
Notice that when a base word ends with one vowel and one consonant, we double the last consonant letter before adding **-ing.**

3. Write the list words that rhyme with these words. Write all the words in your notebook.

tire, wire, _____
fed, led, _____
loft, _____
late, crate, _____
skater, _____

4. Say the word said. What vowel sound do you hear? What letters spell this vowel sound?

When a base word ends in one vowel and one consonant, double the consonant before adding **-ing**, as in

get + t + ing run + n + ing

Using Your Spelling Skills

1. Use list words with the ending **-ing** to complete these sentences. Write only the words in your notebook.
   (a) We took a tent when we went _____ .
   (b) Ronnie and his dad were _____ for the lost turtle.
   (c) Jan was _____ her best work in her new notebook.
   (d) As soon as I sneezed, I knew that I was _____ a cold.

2. Look at the list of words. Which one would come first in alphabetical order?
   Look at looking and later. They both begin with the same letter.
   When you have words that begin with the same letter, look at the second letter.
   Now we know that later comes before looking because **a** comes before **o** in the alphabet.
   Which other two list words begin with the same letter? Which word comes first? Now write all the words in alphabetical order.

3. Letters are missing in some of the list words that are used in this story. Think what letters are missing. Then write the story.

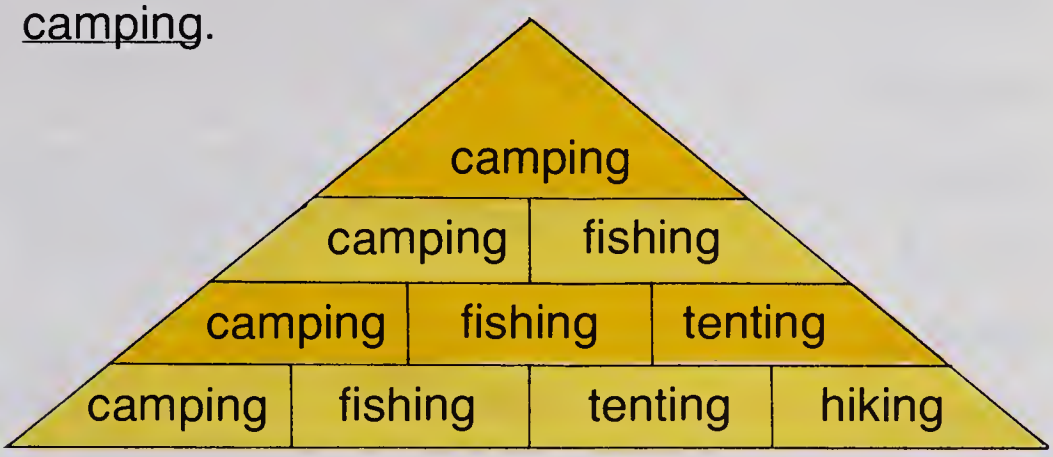
   Mom and Dad and all of us went __ amping.
   All mor __ ing we spent I ____ king for a place for our ten__ and gett_____ wood for the __ire.

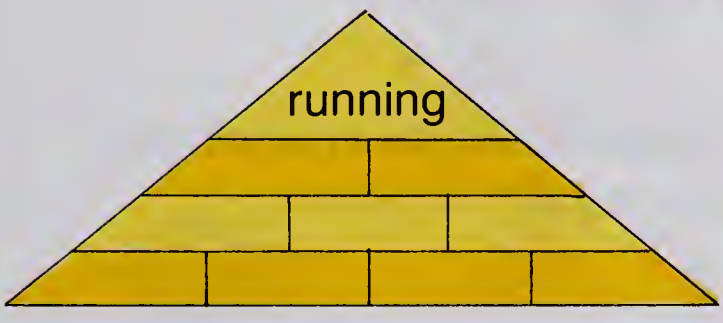
"May we have some so __ t marshmallows?" I asked.

Dad s ____ d, "Mayb__ __ater, after we finish __ oing the dishes."

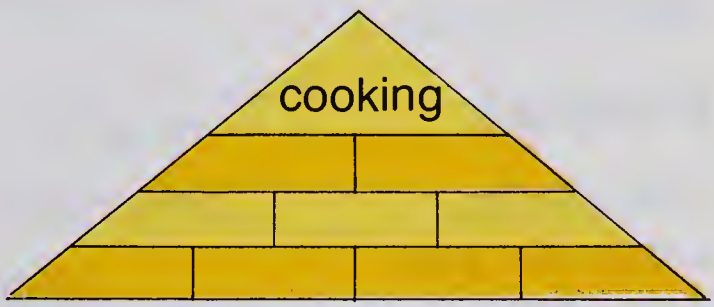
We at __ our supper and went to bed under the stars.

4. Try to build **-ing** pyramids by adding one **-ing** word to each layer. The first one is done for you. Notice that all the words belong with the idea of camping.





Clue: What other kinds of things like running can you do?



Clue: What do you do after cooking?

Unit Test

Your teacher will dictate all the list words in this unit. If you misspell a word, write it in your special list.

11

mean
clean
near
year
eating
being
began
lunch
must
along
could
would

Pretest

How many words did you get right?
If you made a mistake, look at the word carefully. Where was it wrong? Write the word in your special list.

Study Helps

1. Read the verse.

Dad, what do you <u>mean</u>
My room must be <u>clean</u>?
I cleaned it last <u>year</u> —
Oh, no, don't come <u>near</u>!

Write two underlined words in which you hear the vowel sound /ē/ as in:

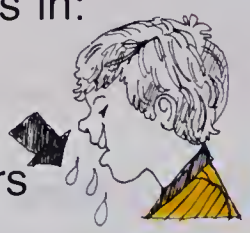
beads

wheat

What vowel letters spell /ē/?

Write two underlined words in which you hear the vowel sound /ē/ as in:

ear


tears

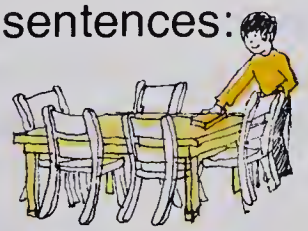
What vowel letters spell /ē/?
Circle the letter that comes after the letters **ea**.
Say the words. Listen carefully for /ē/ and /r/.

2. I would do it if I could.
   Write the underlined words.
   What letters spell the vowel sound?
   What letters spell the last sound?
   Use the study steps with each of the words.

3. Say the picture words.
   How many syllables do you hear?

   Write the four list words that have two syllables.
   Which two words have the ending **-ing**?
   Circle the base word in each of these words.

4. Write **ea** words in your notebook to finish these sentences:



The table must be _____ after we finish _____ .

I will check the dictionary to see what the words _____ .

Don't come _____ with that stick.

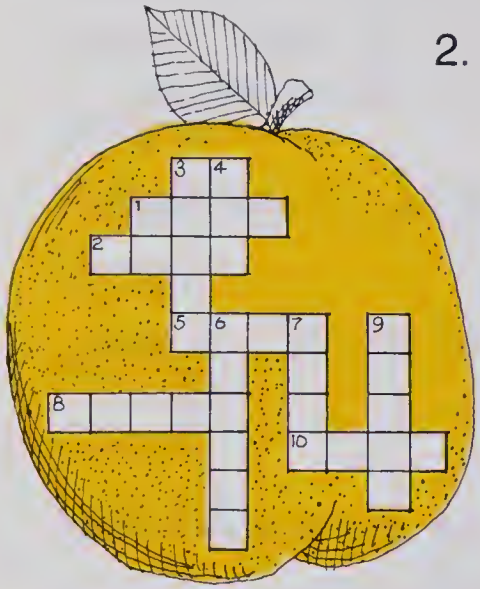
The first day of this _____ was Wednesday.

In some words, like clean and year, we use the letters **ea** to spell the vowel sound /ē/.

Using Your Spelling Skills

1. Write **ea** words that match these meanings:

(a) dinner or breakfast	m __ __ l
(b) comes from animals	m __ __ __
(c) a fruit with fuzz on it	__ __ __ ch
(d) You do this to eggs.	b __ __ t
(e) used to make flour	wh __ __ __
(f) makes dough rise	y __ __ __ t
(g) a holiday meal	f __ __ __ t



2. Find the right words for this peachy puzzle. Each word will have the letters **ea**.

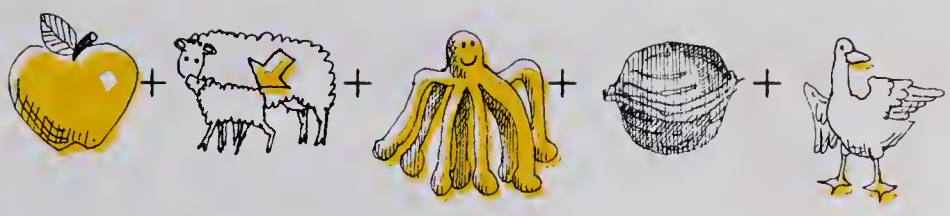
Across

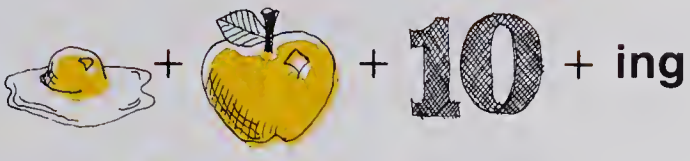
1. not kind
2. has 12 months
5. The sun gives ____.
8. grows on the prairies, used for flour
10. not the front, but the ____

Down

3. fruit with fuzzy covering
4. You hear with your ____.
6. You are doing this at dinner.
7. It comes from your eyes.
9. not dirty, but ____

3. Make words using the first letter of each picture word.

(d) 

(e)  + 10 + ing

(f) + ing

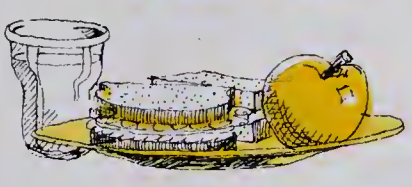
4. Use the picture clues to finish these rhymes:

   (a) People came from far and near

   _____

   (b) I could hear the crunch

   _____



5. Read the verse again.

   Dad, what do you mean
   My room must be clean?
   I cleaned it last year —
   Oh, no, don't come near!

   Ask your teacher or a friend to dictate the verse to you.
   Then use your book to check the spelling of each word.

Unit Test

Your teacher will dictate all the list words in this unit. If you misspell a word, write it in your special list.

12 Looking Back

1. Look at your special list of hard words. Have a friend dictate them to you. If you make a mistake, use the study steps LOOK SAY COVER WRITE CHECK with each word.

2. If you found the **ee** words hard to spell, write words in your notebook to complete the sentences.

The tr _ _ _ are gr _ _ _ in summer.

We heard the sound of tramping f _ _ _ on the str _ _ _ .

I brush my t _ _ th before I fall asl _ _ _ .

Remember that we use the letters **ee** in some words to spell the vowel sound /ē/.

3. Write all the words in which the letter **a** spells the vowel sound /o/ as in salt.

fall	small	almost
also	always	fast
pat	call	stall

In the words you wrote, what letter comes after **a**?

4. In Unit 9 you studied words in which the letters **i — e** and **igh** are used to spell the vowel sound /ī/. If you still have trouble with some of these words, write them again.
   Use as many of these letters as you can as starters for **igh** words.
   Write the words in your book.
   The first one will be: might.

   m f s br b k l t fr n

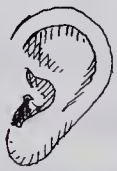
5. If you found **-ing** words hard to spell, remember these examples:

Base Word	Addition	Ending	New Word
camp	—	**ing**	camping
look	—	**ing**	looking
run	**n**	**ing**	running
get	**t**	**ing**	getting

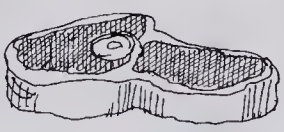
   Add **-ing** to each of these words:

   do fight start begin tell swim

6. In Unit 11 you wrote words in which the vowel sound /ē/ was spelled **ea**.
   Write the **ea** words to match these pictures.

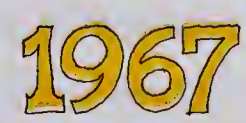


— — —



m — — —

— — —

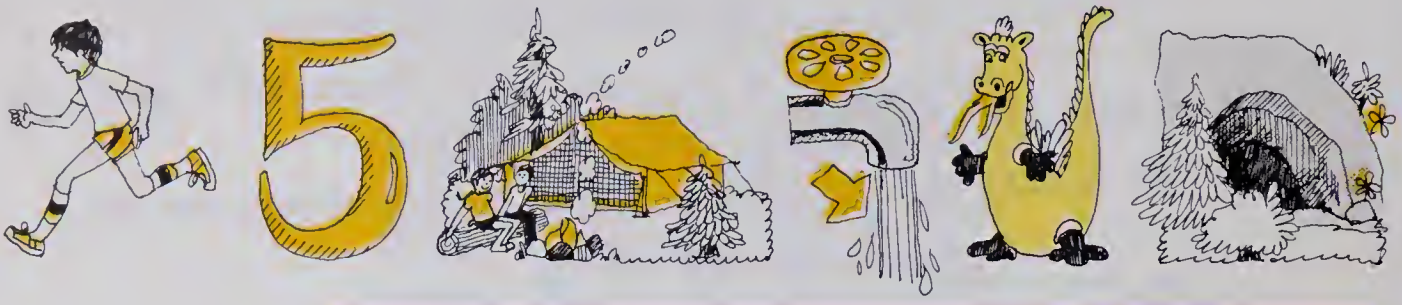


y — — —

p — — — —

t — — — s

7. Write the picture words that have two syllables.



8. Dictation

Look over these words.
Your teacher will dictate them to you.

every	maybe	kept	about
always	near	must	fight
first	mean	could	Saturday

Check the spelling carefully with your book.

9. Write these words in alphabetical order. Do you remember what to do when two words start with the same letter? (If not, look back to Unit 10.)

feet	cave	fight	books	eat	dragon
ate	being	doing	clean	about	every

10. Finish these rhymes. You may have to add more than one word.

Oh, please don't be so mean,
Come along and _____.

I must have scratched my feet
While I was_____.

A jolly time we had, I say
On our camping_____.

I heard them calling children's names
As they were playing_____.

11. Read this story beginning. Some words are missing. They are listed at the left. Which word belongs in each blank?

sad
hide
cold
Fireball
queen
cave
doing
fire
week
mean

Fireball, the dragon, lived alone in a _____ . Every _____ , just for something to do, she would go out into the forest and blow fire. All the animals would race to _____ . Sometimes the dragon's fire burned down trees. Then the animals were _____ .

One day Queen Esmerelda was out riding. Suddenly she met _____ . Fireball blew fire at the _____ .

Queen Esmerelda said, "Stop that! What are you _____ ? Why are you so _____ ?"

Fireball said, "Because I have nothing else to do."

Then the Queen had an idea! The palace was so _____ and Fireball had all that _____ !

Queen Esmerelda said, " . . . . . .

What do you think happened?
Write the story, putting in the missing words.
Then finish it in your own way.

Winter

1. Do you like winter
With all its snow and ice?

_____

_____

Do you like skating
When it's frosty and cold?

_____

_____

Do you watch hockey
On Saturday nights?

_____

_____

Do you like skiing
From a mountain top?

_____

_____

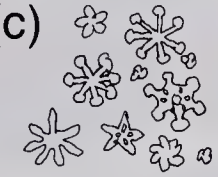
Answer the questions. Can you write your answer in two lines that finish each verse?

2. Write the "winter words" from the verses.
Add as many other winter words as you can think of.
If you're not sure how to spell a word, look in your dictionary.

3. Write words from these clues:

(a) I'm dreaming of a _ _ _ _ _ Christmas.

(b) Not hot, but _ _ _ _.

(c) 

(d)

(e)

(f) December 25 is _ _ _ _ _ _ _ _ _ _ _ _.

4. Match the syllables. Write the words.

hock	ing
skat	ter
win	er
ski	ey
fro	ing
snow	y
curl	balls
frost	zen

5. Write the words that fit in each blank. Then write just the first letter of each word you wrote. What word did you write?

There is a cold _____ blowing.

The streets are _____ and slippery.

_____ are longer than days in winter.

The weatherman might say, "Sun _____ ."

We like to _____ hot soup.

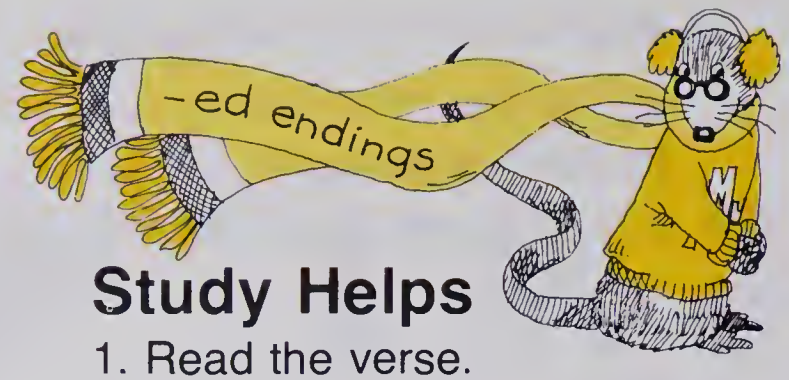
A _____ 's fur turns white in winter.

13

killed
called
happened
dinner
soccer
beach
leaves
supper
loved
better
team
where

Pretest

How many words did you get right?
If you misspelled a word, look at it carefully.
Write the word in your special list.



Study Helps

1. Read the verse.
   Say the underlined words.
   Listen for the sound of the ending **-ed**.

   Did you notice that you say the consonant sound /d/ as the ending of each of these words?
   Write the list words that have the ending **-ed**.
   Write the base word for each of these words.

2. Look at the list word loved.
   The base word is love, and the ending is **-ed**.
   Notice that the letter **e** in the base word is dropped before the ending is added.
   What would happen if you spelled the word without dropping the **e**?

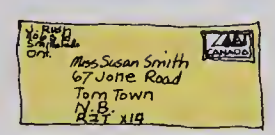
3. Write the list words that use the letters **ea** to spell the vowel sound /ē/ that we hear in words like

meat

seat

clean

4. Say the picture words. Look at the words. What sound do you hear at the end?
What letters spell that sound?



letter

spider

We spell most words that have the vowel + **r** ending with **er** as we do in letter and bigger.
Write the list words that have the **er** ending.
How many syllables are there in each of these words?
Sometimes it is easier to spell a word if you think of its smaller parts like dinner and supper.

5. Look carefully at the word where. Notice that the beginning sound is written as **wh**. Now look at the ending **ere**. Picture the whole word in your mind without looking at it. Say the word. Take one more close look before you cover the word and write it. Now check it.
Do the steps again if you made a mistake.

6. Look at the word soccer.
In what part of the word do you hear /k/?
What letters are used to spell /k/?

When you write words like killed or called, the consonant sound /d/ is written as **ed**.
When you add the ending **-ed** to a base word ending in **e**, drop the **e** before adding the ending, as in love + **ed**.

Using Your Spelling Skills

1. Start a special list of **ed** words that have the consonant sound /d/ as in played. Use words you already know or use in other subjects. Keep adding to your list as you find new words.

2. Start a list of other two-syllable, double-consonant words that end in **er**. Here are some you can start with:

   bigger fatter thinner

3. Use the ending **-ed** with some of the base words in the larger box to make only those **-ed** words that end with the consonant sound /d/. Say the word carefully before you write.

ending sound /d/				
ed	spill	love	kill	
	play	walk	climb	
fill	work	happen	stop	call

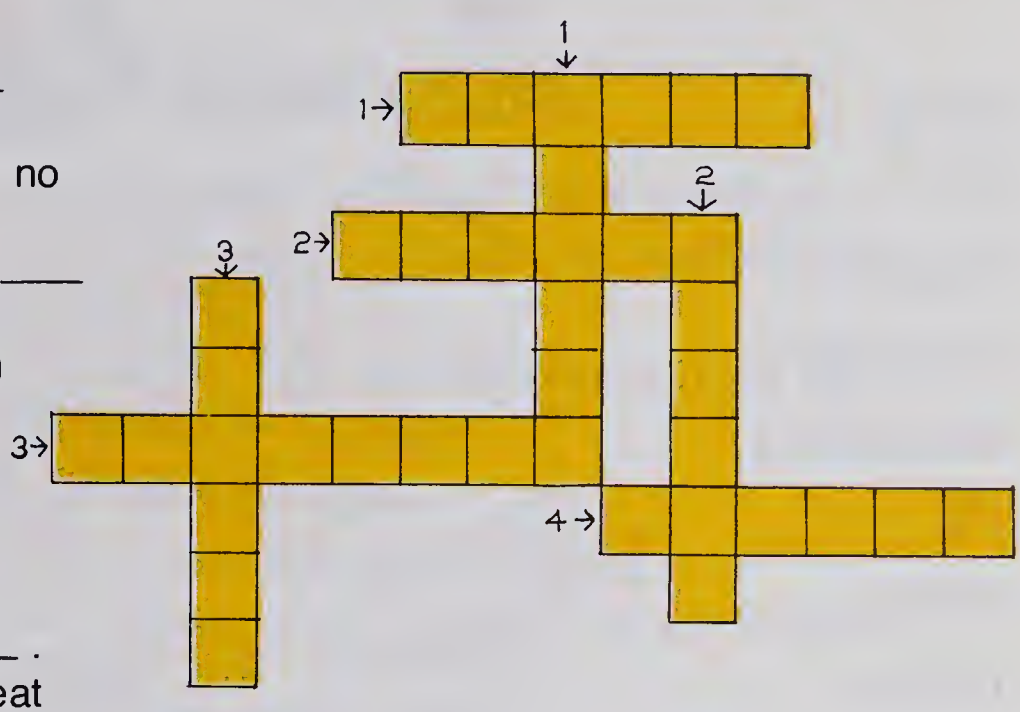
4. Here is a problem!
   Someone has taken away all the vowels from these words. Can you find the right vowels to spell the words correctly?
   Write the words in your book.

sccr	dnnr	whr	hppnd
bch	tm	klld	lvd

5. This is a double-consonant puzzle.
Each word in the puzzle has a double consonant as in hopping or running.

Across
1. I like to kick the ____ ball.
2. The car crashed, but no one was ____ .
3. Something very bad ____ yesterday.
4. My friend feels much ____ today.

Down
1. I stood up when my name was ____ .
2. At noon I ate my ____ .
3. In the evening I will eat my ____ .



6. Here are some answers.
Write the questions that someone asked.
You must use each underlined word in your question.

Question: _____
Answer: We played soccer at the beach.

Question: _____
Answer: I like supper better than dinner.

Question: _____
Answer: I was here when it happened.

Unit Test

Your teacher will dictate all the list words in this unit.
If you misspell a word, write it in your special list.

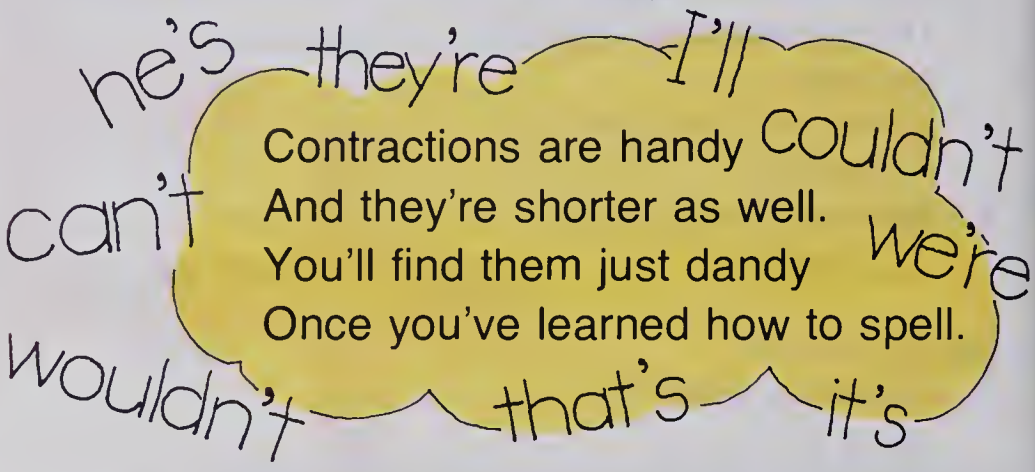
14

he's
I'd
they're
couldn't
wouldn't
I'll
died
color
most
more
goes
once

Pretest

How many words did you get right?
Look carefully at any word you misspelled.
List the words you found hard to spell.

Study Helps



1. Remember that contractions are really two words in one and that they use an apostrophe (') to show where one or more letters have been left out.
   Write the contractions in the list.
   Beside each contraction write the two words from which it was made, like this:
   they're — they are

2.

(1) (2) (3)

He has more apples.
She has the most apples.
I have some apples.

Which sentence belongs with each picture?

Write the sentences in your book and number them to match the pictures.
Circle the words more and most.

3. Say the word color. Look at the last two letters.
The word color is one of the few words in which the vowel + **r** ending is spelled with the letters **or**.
Other words that are written like color are doctor, motor, and odor.
Say the word color.
Try to remember how it looks.
Now cover it and write the word color.
Check it.

4. Say the word once.
What is the last sound?
How do we usually write this sound?
How is /s/ spelled in this word?
Use the study steps with the word once.

5. What is the base word of died?
What is the ending?
Why is the word spelled this way?
What is the base word of goes?
What letters were added to the base word?
Use the study steps to help you remember the spelling.

When you write a contraction like I'd or I'll, be sure to use an apostrophe (') to show where one or more letters have been left out.

Using Your Spelling Skills

1. Write contractions for these words:

could not	they are	she will
he is	would not	we are
I would	can not	it is
he will	I will	

Did you remember to use an apostrophe (') in each word?

2. Your teacher will dictate these sentences:
   - I'll go if he goes.
   - She wouldn't add more color.
   - They're off, and I couldn't go with them.

   Check your own sentences carefully for spelling, capital letters, apostrophes, and end punctuation.

3. Musky has left out the letter **o** in the words. Rewrite each word as it should be spelled.

clr	nce	culdn't	ges
mst	mre	wuldn't	

4. In each group of letters there are two hidden words that can be written as a contraction. Find these words, and write them as contractions.

(a) shcouldnotsh
(b) whwouldnothw
(c) whatheyaresh
(d) tratheishme
(e) scannothing
(f) thatishchrat

5. Write a question sentence using these two words: wouldn't color.
   Now answer the question you wrote.

6. Musky wrote some sentences.
   Find Musky's spelling and punctuation mistakes, and then write each sentence correctly.

- They're he goes.
- I couldnt run any more?
- I cried when my turtle ded?

7. Mother said, "Jan, I would like you to go to the store for me."

"I am sorry, Mother, I cannot go just now," said Jan. "I have just started a puzzle. I am afraid I will lose some pieces if I leave them out on the table."

"I will put them away for you, Jan," answered Mother.

"All right, Mother. Then I will go," said Jan.

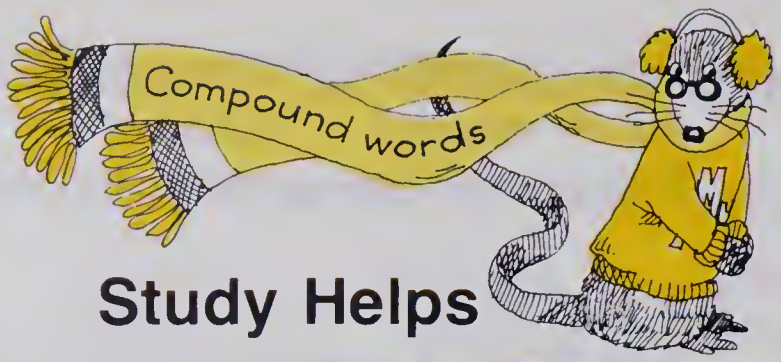
Read this aloud. Does it sound right? Do people talk in this way or would they use contractions? Write the conversation in your book, using all the contractions you would use if you were talking.

Unit Test

Your teacher will dictate all the list words in this unit. If you misspell a word, write it in your special list.

15

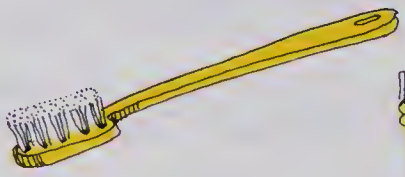
someone
everyone
everybody
himself
myself
sure
sky
use
fly
try
that's
didn't



Study Helps

I tried so hard to write a verse,
But every time it sounded worse.
Can't someone, somewhere get it right?
By myself I'll be all night.
Words like himself and everyone
Are hard to rhyme, and that's no fun.

1. Write the underlined words.
   Words like these are called *compound words*.
   Look at these picture words.



toothbrush

sidewalk

Did you notice that a compound word is really two base words joined to make one longer word? tooth + brush ⟶ toothbrush

2. Write the compound words from your list.

3. Write the contractions in your spelling list.
   What letters does the apostrophe stand for?

Pretest

How many words did you get right?
If you made a mistake, check the word carefully.
List the words you found hard to spell.

4. Write three words from your list that rhyme with my.
   What vowel sound do you hear in these words?
   What letter spells /ī/ in these words?
   Each word has a consonant blend. Circle the consonants.

5. Look at the word sure. Notice that the beginning sound /sh/ is spelled with the letter **s**.
   Notice the vowel + **r**.
   What letter must you remember at the end?
   Say sure to yourself as you look at it.
   Now cover the word and write it in your book Check it.

   Sugar is the only other word in which /sh/ is spelled with the letter **s**.
   Study these words carefully so you will remember the spelling.

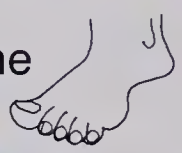
6. Write the word use.
   What letters did you write to spell the vowel sound?
   Now look at the word again to see if you spelled it correctly.

It is sometimes easier to spell a compound word like football if you think of it as two shorter words foot + ball .

Using Your Spelling Skills

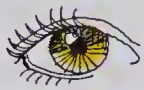
1. Use your notebook to rewrite these sentences as they should be written.

   (a) Some + one took my + .

   (b) Every + body like + **ed** the  + game.

   (c) Some + day I will an air + plane by my + self.

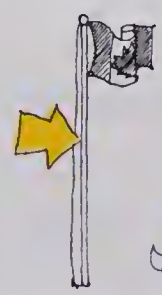
   (d) use every + 1 on your team?

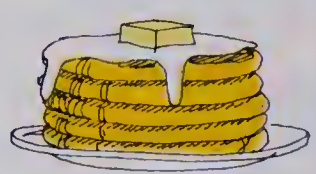
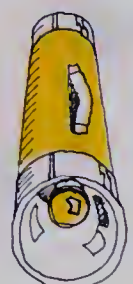
   (e)  + '**m** sure hurt my + self.

2. Answer these questions in your notebook. Use the underlined words in your answer.

   (a) Why <u>didn't</u> the bird <u>try</u> to <u>fly</u>?
   (b) Are you <u>sure</u> <u>that's</u> the right one?
   (c) Where is <u>everybody</u>?
   (d) May I <u>use</u> this by <u>myself</u>?
   (e) How could he do that by <u>himself</u>?

3. Write the compound word for each picture clue.



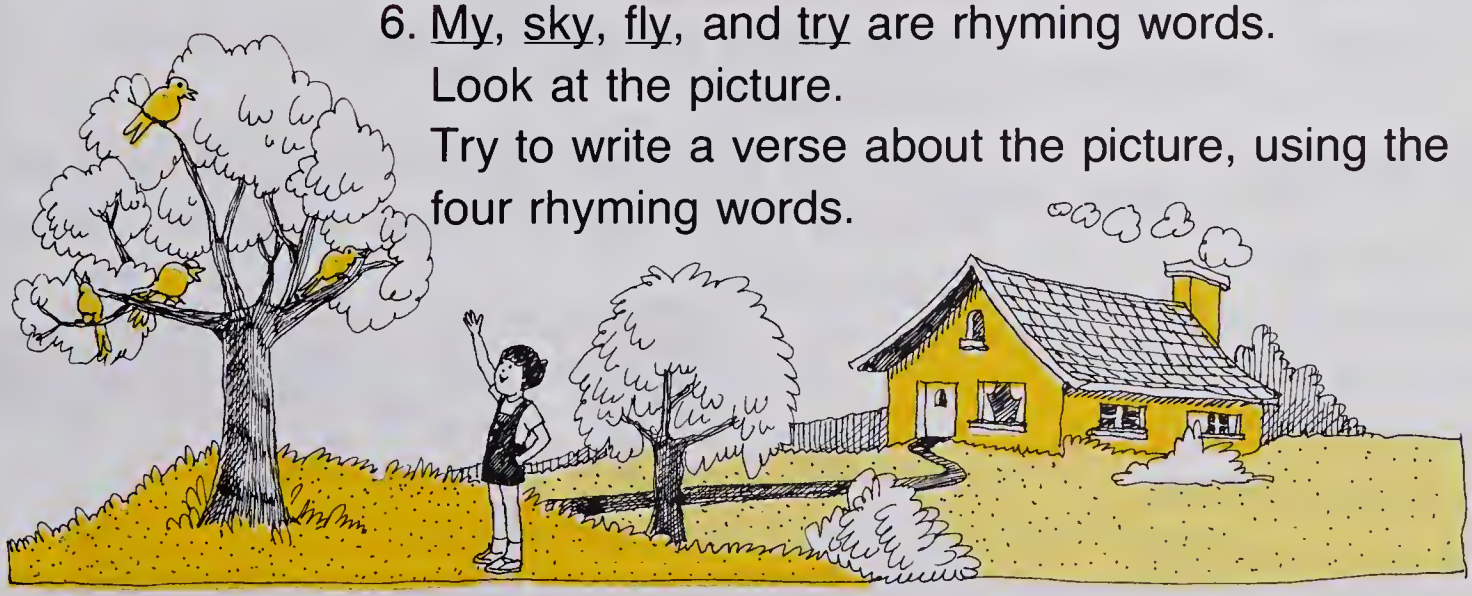



4. Use words from each list to write as many compound words as you can.
You may use words from either list more than once.

List 1 Base Words	List 2 Base Words
some	thing
every	one
him	body
her	self
my	selves
our	
them	

5. Write the base word for each of these words:
flying surely useful trying

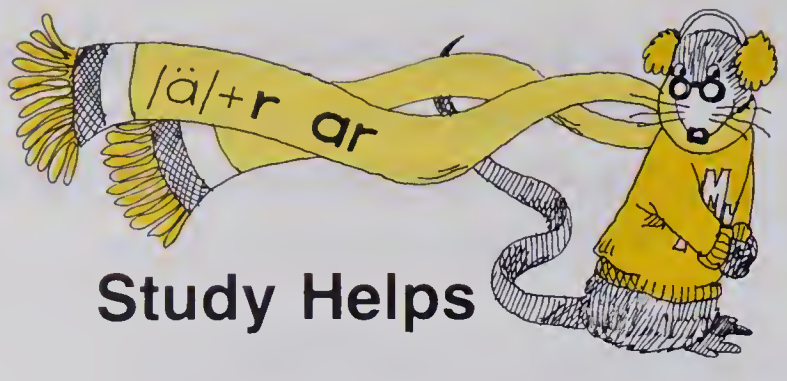
6. My, sky, fly, and try are rhyming words.
Look at the picture.
Try to write a verse about the picture, using the four rhyming words.



Unit Test

Your teacher will dictate the list words in this unit.
If you misspell a word, write it in your special list.

16



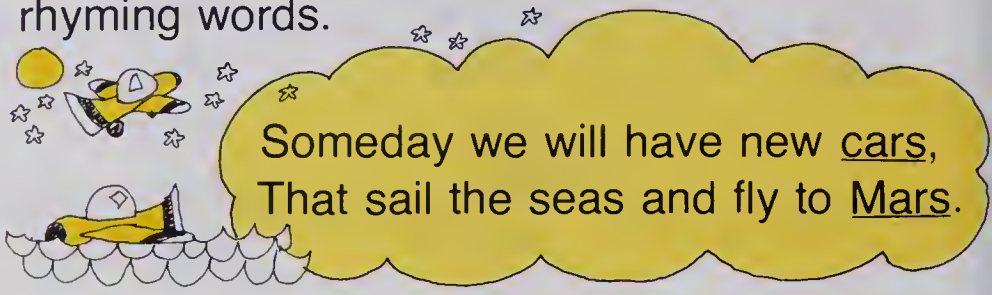
anything
everything
afternoon
baseball
far
cars
stars
sharp
sharks
any
going
were

Pretest

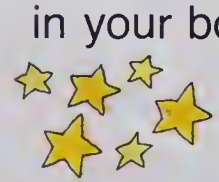
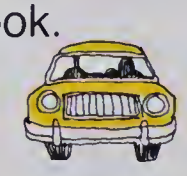
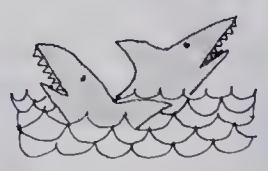
How many words did you get right? List the words you found hard. Is the hard part of the word at the beginning, middle, or end of the word?

Study Helps

1. Listen for the vowel sound in the underlined rhyming words.



We show the vowel sound you hear in cars like this /ä/.
When a vowel sound is followed by /r/, it has a special sound.
We usually show this by writing
/ä/ (vowel) + **r**.
What letters are used to spell this sound combination?
Listen for the sound combination, /ä/ + **r**, as you say these picture words. Write the words in your book.

__ __ ars __ ar sh __ __ ks j __ __ __

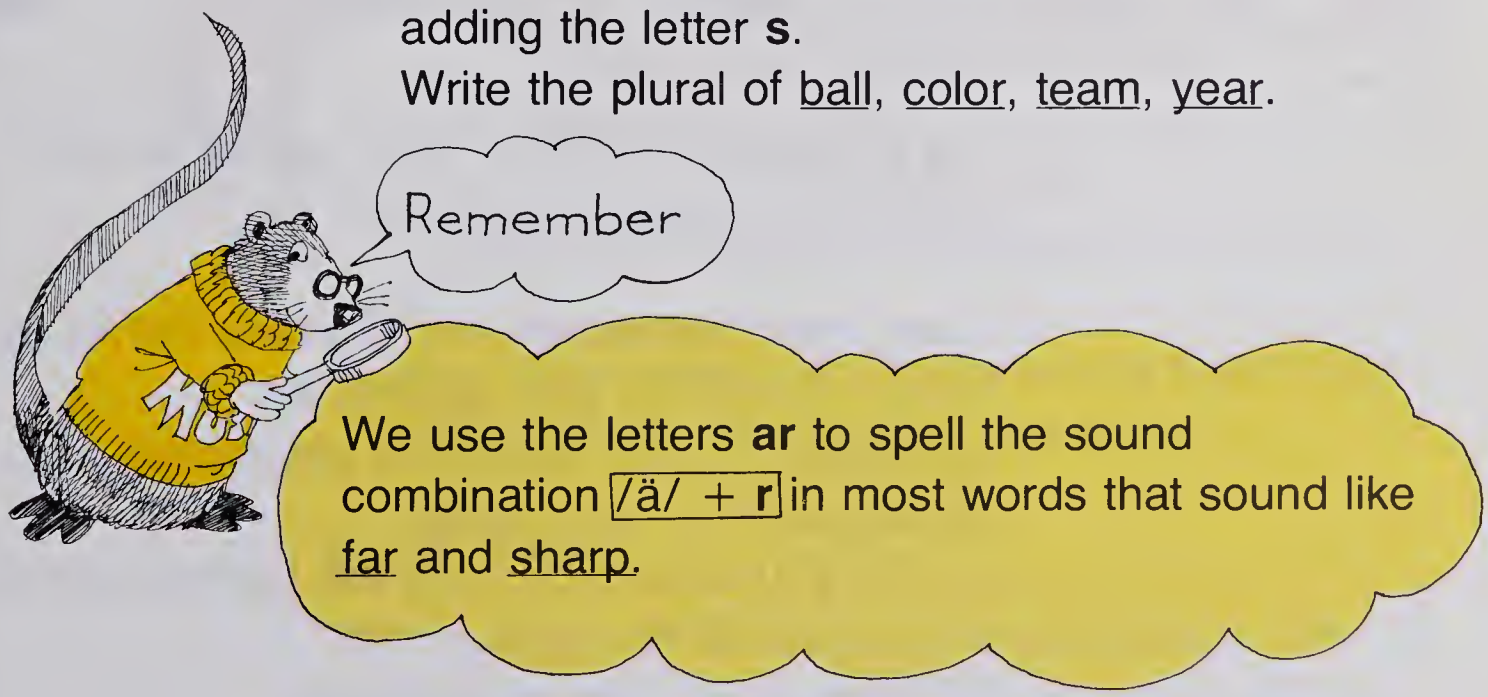
2. Write rhyming words from the list for each of these picture words:

barks jar Mars harp

3. Say the word any.
   What vowel sounds do you hear at the beginning and at the end?
   What letters do you use to spell these sounds?

4. Write the two list words that start with a special consonant sound that is written with two letters.
   Write the list word that starts with a consonant blend.
   Write the list word that ends with a double consonant.

5. Write the three list words that show they mean "more than one."
   What letter shows that they mean "more than one"?
   Words that mean "more than one" are called *plurals*.
   We write the plurals of most words by adding the letter **s**.
   Write the plural of ball, color, team, year.



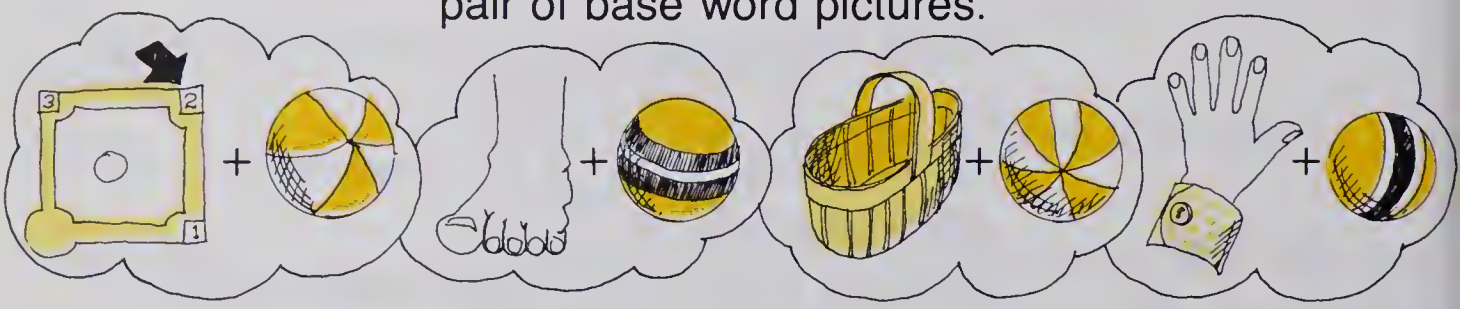
Using Your Spelling Skills

1. Start a special list of **ar** words that have the sound combination /ä/ + **r**.
   Try to find words that you might have to use in arithmetic or science or social studies.

2. Read the words below.
   Write the **ar** words that have the same sound combination /ä/ + **r** that we hear in words like <u>star</u>.

far	hard	cares	sharp
near	heard	cars	party
sharks	part	scare	year

3. Write the compound word that goes with each pair of base word pictures.

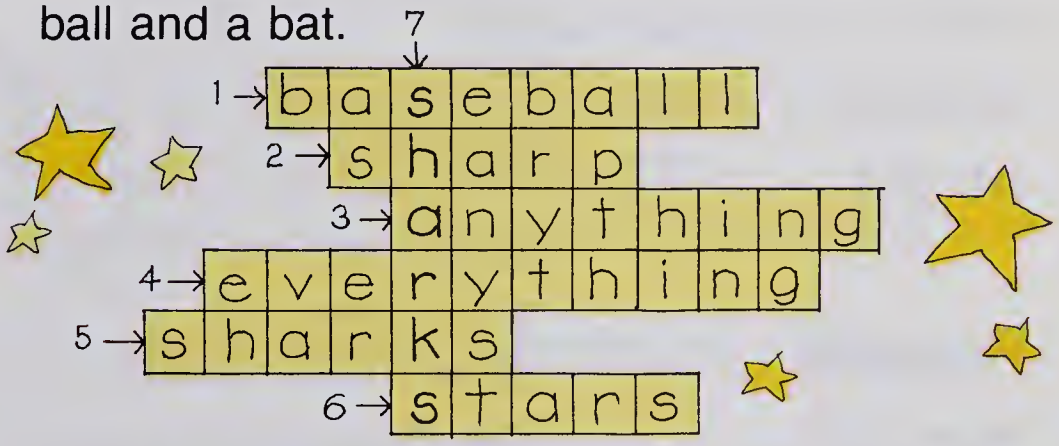


   Do you know any other "ball" games whose names are compound words?

4. Copy these sentences and fill in the blanks by using words from your spelling list.
   (a) Where _____ you going yesterday?
   (b) We were _____ home.
   (c) Did you have _____ to eat before playing _____ ?
   (d) I ate _____ in my lunch box.

5. Use your spelling list to find words to complete these sentences.
   Write the words in your book.
   (a) Is there _____ left to eat?
   (b) On a clear night we can see the _____ .
   (c) Are you sure you have _____ ?
   (d) _____ have big jaws and sharp teeth.
   (e) I am _____ to a party.
   (f) Can you come to my house on Saturday _____ ?
   (g) Did you get _____ books to read?

6. Write sentence clues for each word that has been filled in in this puzzle. For example, you might write:
   1. This is a game played with nine players and a ball and a bat.



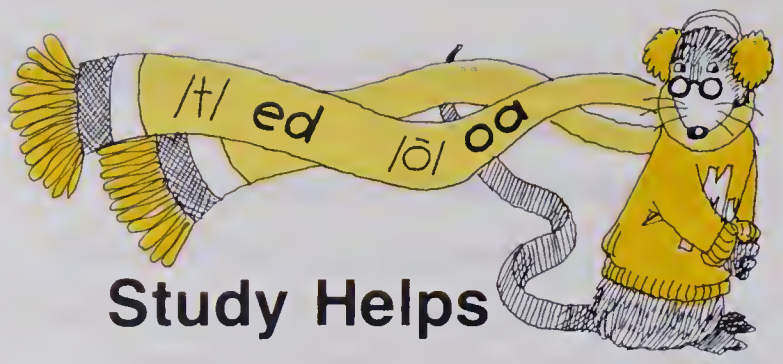
   Check your sentences carefully.

7. How many words can you write that rhyme with each of these words: sharp and shark?

Unit Test

Your teacher will dictate all the list words in this unit. If you misspell a word, write it in your special list.

17



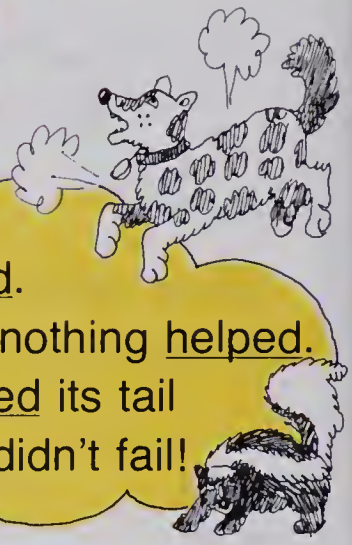
stopped
its
helped
picked
wished
should
ship
won
boat
coat
asked
afraid

Pretest

How many words did you get right? Remember to look carefully at your mistakes. List the words you found hard to spell.

Study Helps

1. Read this verse:



My dog Maggsie really yelped.
She barked and jumped, but nothing helped.
For that old skunk had swished its tail
And stamped its feet — and didn't fail!

Say the underlined words. Listen for the last sound in each word.
Did you hear the consonant sound /t/ at the end of each word?
Did you notice that the consonant sound /t/ is spelled with the letters **-ed**?
When we say words with the ending **-ed**, sometimes we say the ending with /d/, and sometimes with /t/.
Write the list words in which the **-ed** ending has the consonant sound /t/.

2. Listen for the vowel sound /ō/ in these picture words.

soap

goat

toad

Did you notice that in these words /ō/ is spelled with the letters **oa**?

From the following words, write only those that have the vowel sound /ō/:

road boat won box coat clock

3. Write three list words that have the consonant sound /sh/.

4. Look closely at the word should. Say it to yourself and notice how it is spelled. Try to picture it in your mind. Now have another close look before you cover the word and write it in your book. Check it. If you had it wrong, be sure to find out which part of the word you found hard to spell. Then try it again.

5. Look at these two sentences:

It's a kitten. It has hurt its paw.

Notice the difference in the spelling and the meaning of the underlined words.

The word it's is a contraction. What are the base words?

The word its means "belonging to."

Complete the following sentences with either its or it's.

(a) Do you think _____ dinnertime yet?

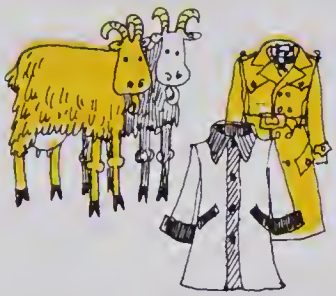
(b) The lion was swishing _____ tail.

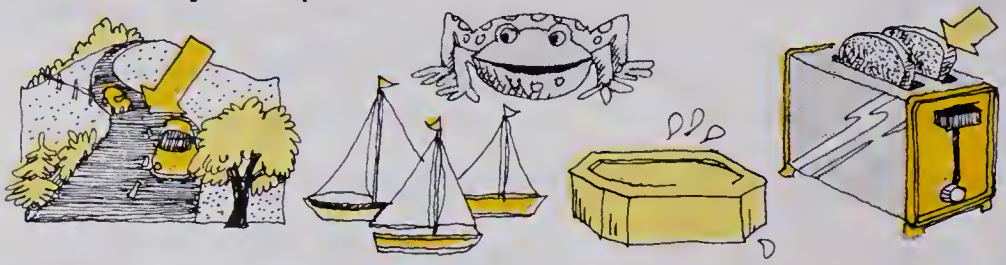
In some words, we spell the vowel sound /ō/ with the letters **oa**, as in boat and coat.

Using Your Spelling Skills

1. Complete these sentences with list words:
   (a) The silly kitten was _____ of its shadow.
   (b) The puppy stopped on _____ way to the boat.
   (c) I shall wear my new _____ tomorrow.
   (d) This ship _____ have won the race.
   (e) Have you ever _____ blueberries?

2. Write the picture words.
   How do you spell /ō/ in these words?





3. After each sentence you will see a word in brackets.
   This word has been left out of the sentence.
   Write the complete sentence.
   - The cat hurt paw. (its)
   - What I do next? (should)
   - Are you to ride on that little boat? (afraid)
   - Who the prize? (won)
   - This is my best. (coat)

4. Use the words in each box to make an interesting sentence.

ship	sailed away to
asked the farmer	picked

5. Use the base word in the small box and the endings in the bigger box to write as many new words as you can.
   Remember that you must add a letter to some base words before adding some endings.

stop	ed ing s er

help	er ed ing s

pick	ing er s ed

wish	s ed ing

6. Musky wrote a funny story! But Musky is still having trouble with spelling.
   Copy Musky's story but spell all the words correctly.
   When you finish, ask a friend to check *your* spelling.

The Socer game

One day me and my brother went to have a cocer game. My brother coud not get one col on me. I thot that he wuod win but I won. My brother siad I am a good colly. We went home.

Unit Test

Your teacher will dictate all the list words in this unit.
Say each word carefully to yourself as you write it.
Think about the sounds and letters.
If you misspell a word, write it in your special list.

18 Looking Back

1. These are some of the sounds and their spellings that you have used during the last five units.

Sound	Spelling	Examples
/d/	**-ed**	loved called
/t/	**-ed**	stopped asked
/ä/ + r	**ar**	car shark
/e/ + r	**er**	flower baker
/e/ + r	**-or**	color motor
/ō/	**oa**	goat coat

Divide your page like this:

ending sounds

/d/	/t/

Write each of the following words in the right list.

happened	helped	picked	wished
called	asked	loved	killed

2. Your teacher will dictate these words and sentences:

loved	once	far	coat
where	goes	going	afraid
they're	sure	were	
color	fly	stopped	

(a) The soccer team couldn't win its game.
(b) We didn't know where we were going.
(c) What happened to everybody?
(d) Everyone went to the beach in the afternoon.

Check your words carefully and study the ones you found hard to spell.

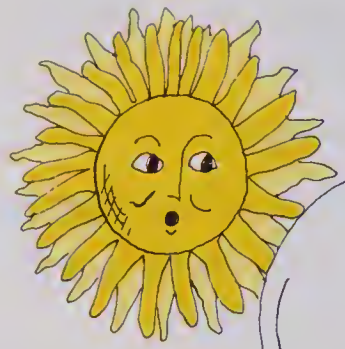
3. What is a contraction?
What punctuation mark do you always use in a contraction?
What does the mark show?
Write the contraction for each pair of words.

could not	would not	he is
I would	that is	I will
they are	she is	they will

4. Use either **ar**, **or**, or **er** to complete the following words. Write the words in your notebook.

supp __ __	moth __ __
c __ __	fath __ __
butt __ __	col __ __
doll __ __	st __ __ s
doct __ __	socc __ __
sh __ __ ks	h __ __ p

5. How are compound words different from contractions?
Match the base words from lists 1 and 2 and write the compound words in your notebook.



List 1	List 2
every	ball
him	noon
my	one
some	self
any	body
base	thing
after	self
every	thing

6. Remember that we add **s** to most words when we want to show the plural or "more than one." Write the plurals of these words.

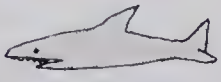
book	dinner	car	ship	shark	egg
week	team	boat	star	coat	game
cave	hill	trip	girl	duck	snake

7. Use the clues to write the word for each picture.
All the spaces will have a vowel + **r**.
Think carefully to choose the right vowel letter.

(a)
c __ __

(b)
runn __ __

(c)
col __ __

(d) 
sh __ __ k

(e)
doct __ __

(f)
tig __ __

(g)
st __ __ s

(h)

doll __ __

(i)
butt __ __

8. Read this sentence:

   I won one game of checkers.

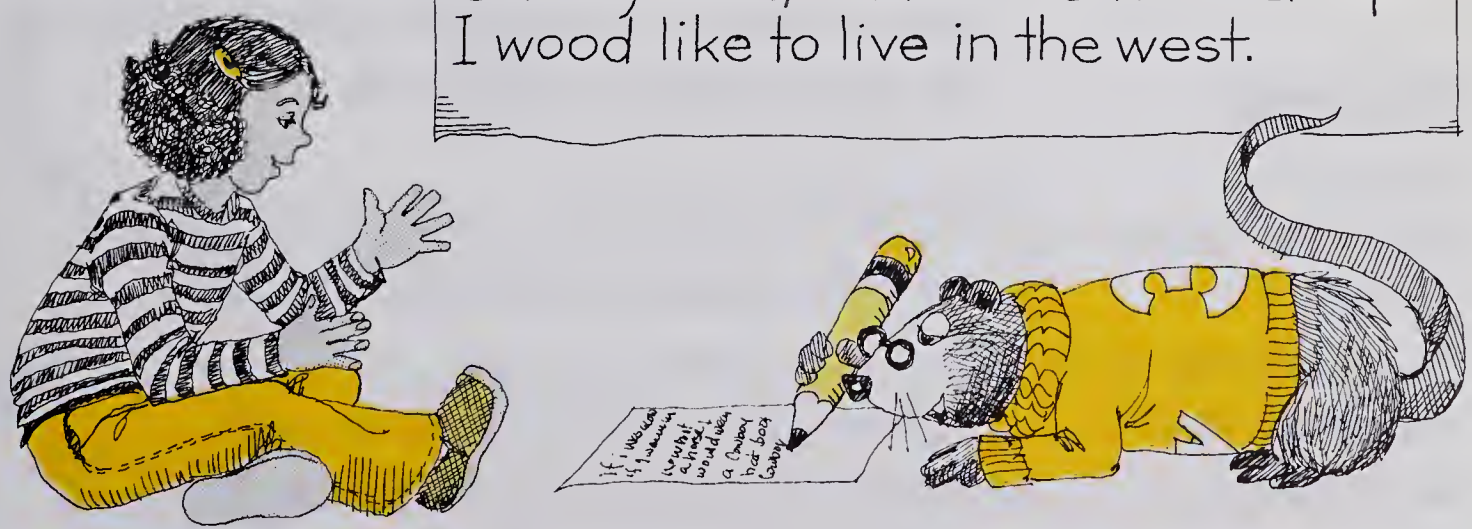
   Say the underlined words.
   Did you notice they sound the same?
   Are they spelled the same? Look carefully at the spelling of these words.

   Complete these sentences, using either won or one.

   Maggie has more than _____ truck.
   She _____ two of them at the fair.

9. Sally is telling a story to Musky, who is writing it down. Musky has not had time to correct the spelling mistakes.

If i wasa cow girl.
If i was cowgirl I wood ride
a whit horse. I wood wear a
Cowboy hat. I wood have a pair of
Cowboy boot, And i wood have a rope.
I wood like to live in the west.



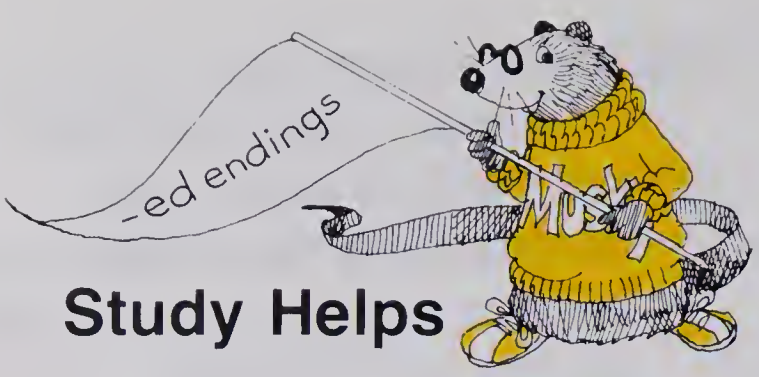
   Rewrite Sally's story in your own notebook and correct Musky's mistakes.

19

wanted
started
decided
haunted
few
fall
toy
bite
wild
many
kind
plant

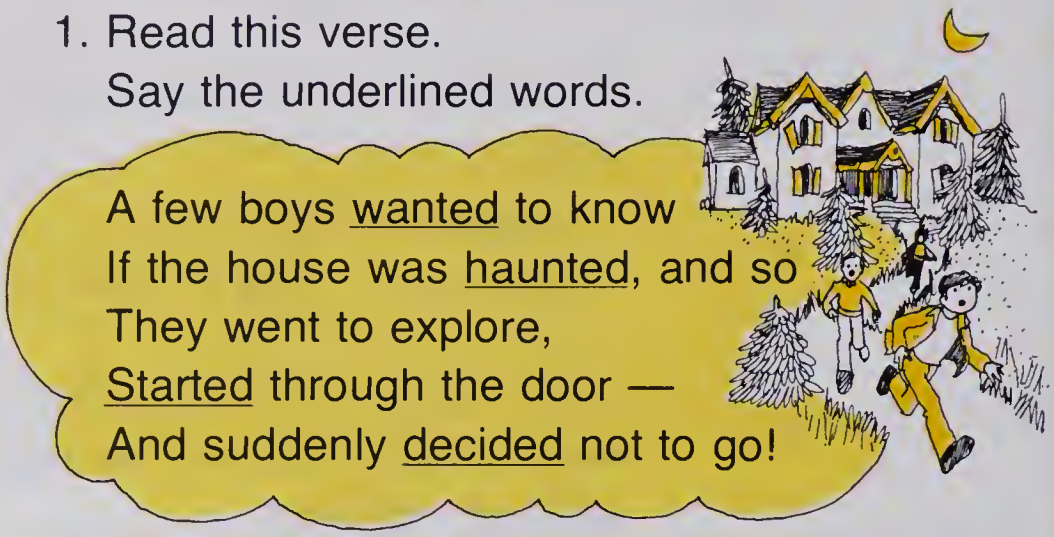
Pretest

How many words did you get right?
Look carefully at the words that were hard for you.
List these words.



Study Helps

1. Read this verse.
Say the underlined words.



A few boys <u>wanted</u> to know
If the house was <u>haunted</u>, and so
They went to explore,
<u>Started</u> through the door —
And suddenly <u>decided</u> not to go!

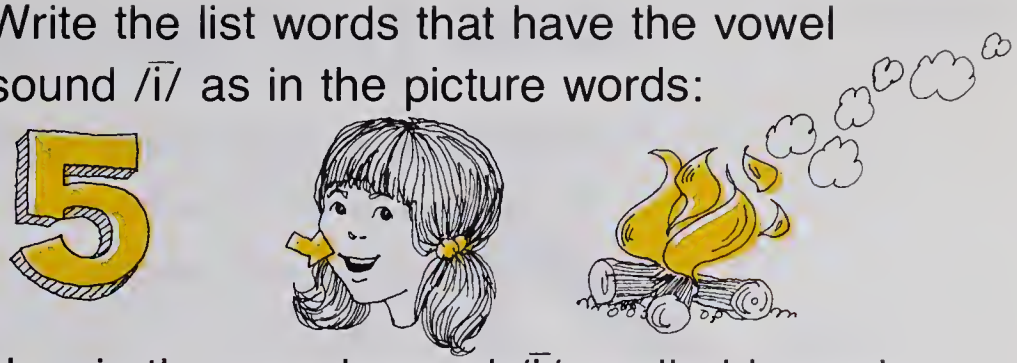
Did you notice that each of the underlined words has an **-ed** ending?
Say <u>want</u>. How many syllables do you hear?
Say <u>wanted</u>. How many syllables do you hear?
Notice that in some words the **-ed** ending is pronounced as a separate syllable. Write the list words with the **-ed** ending.

2. Read the sentence:

Rachel <u>decided</u> to join the ball team.

Say the underlined word.
What sound does the letter **c** spell?
What is the base word of <u>decided</u>?
How do you change the spelling of <u>decide</u> before adding the ending?

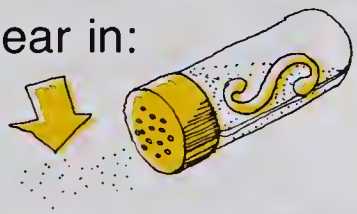
3. Write the list words that have the vowel sound /ī/ as in the picture words:



How is the vowel sound /ī/ spelled in each word? Two of the words have a consonant blend. Circle the consonant blend.

4. Write the list word that means the opposite of <u>few</u>. Write both words.

5. Write the list word that has the vowel sound /o/ you hear in:



6. Write the list word that rhymes with . Notice how the vowel sound is spelled. There is a happy word that also rhymes with

Do you remember it?

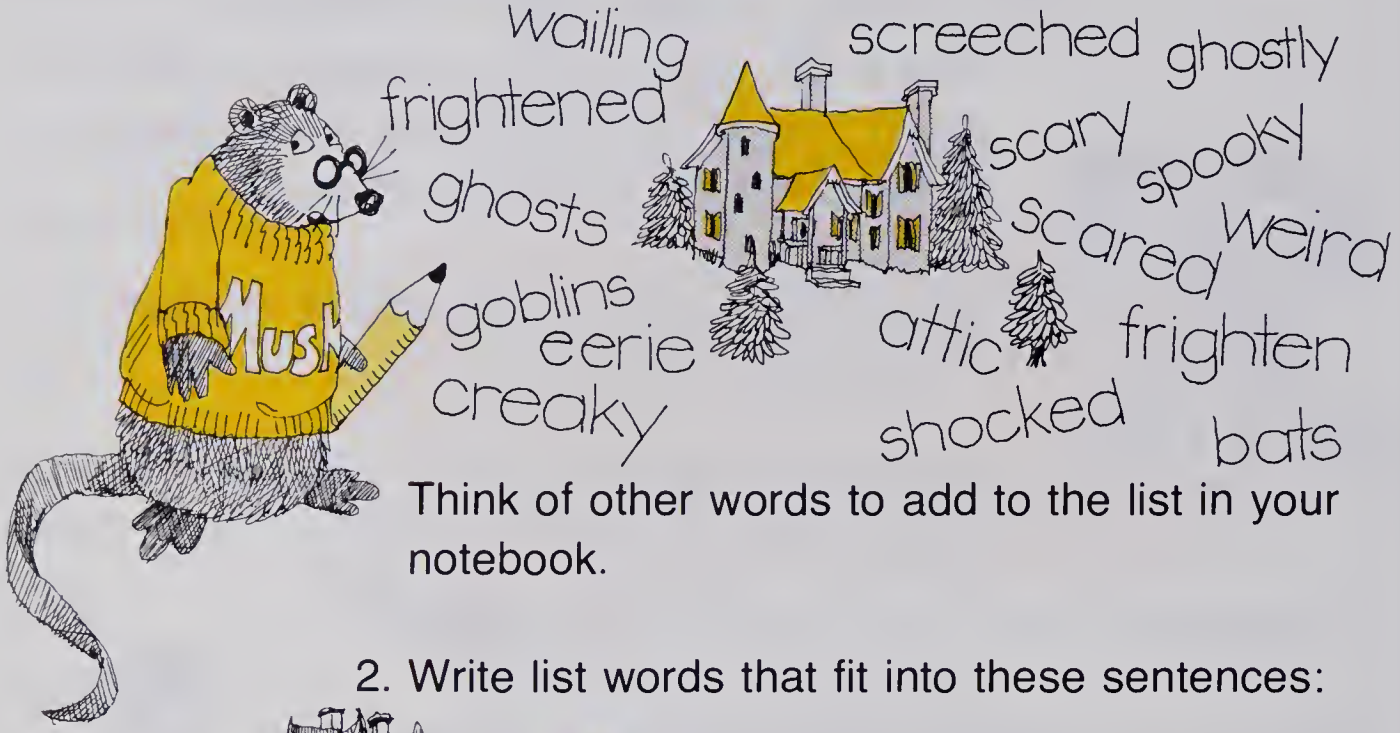
7. Write two list words that begin with a consonant blend.

Remember

In some words, the **-ed** ending is pronounced as a separate syllable.

Using Your Spelling Skills

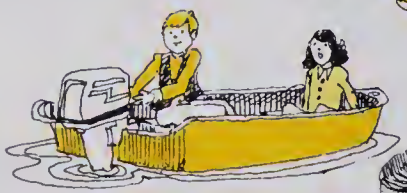
1. Musky is writing words that suggest haunted houses. Write the words in your notebook. Write all the words with **-ed** endings in a separate list.



Think of other words to add to the list in your notebook.

2. Write list words that fit into these sentences:

We de _ _ _ _ _ to visit the _____ house.



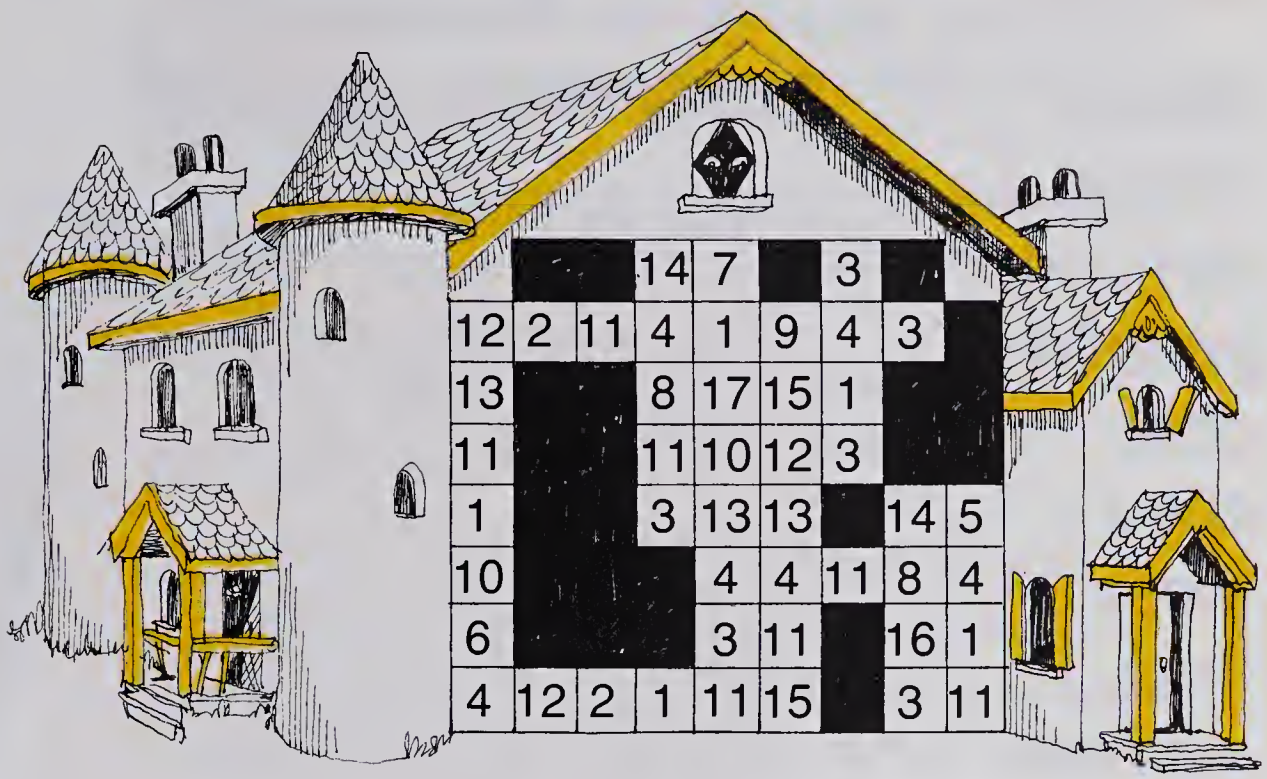
James st _ _ _ _ _ the motor boat.

Jenny didn't know what _____ of _____ plant she had picked.

Trina saw the little boy _____ . She was _____ to him.

There are only a _____ trees in the north.

3. Use the code below to figure out all the words in "the haunted house."
Write the words in your book.



								14	7		3					
12	2	11	4	1	9	4	3									
13			8	17	15	1										
11			11	10	12	3										
1			3	13	13		14	5								
10				4	4	11	8	4								
6				3	11		16	1								
4	12	2	1	11	15		3	11								

a	c	d	e	f	g	h	i	m	n	r	s	t	w	y	l	u
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

4. Write words that rhyme with <u>kind</u>. How many can you think of?

5. Dictation
Your teacher will dictate the verse on page 82.
Use your book to check your own spelling and punctuation.

Unit Test

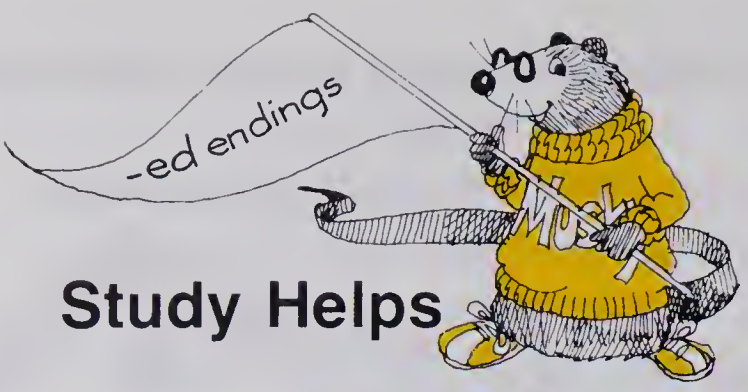
Your teacher will dictate all the list words in this unit.
If you misspell a word, write it in your special list.

20

turned
scared
climbed
jumped
does
cried
those
than
window
yellow
wear
tail

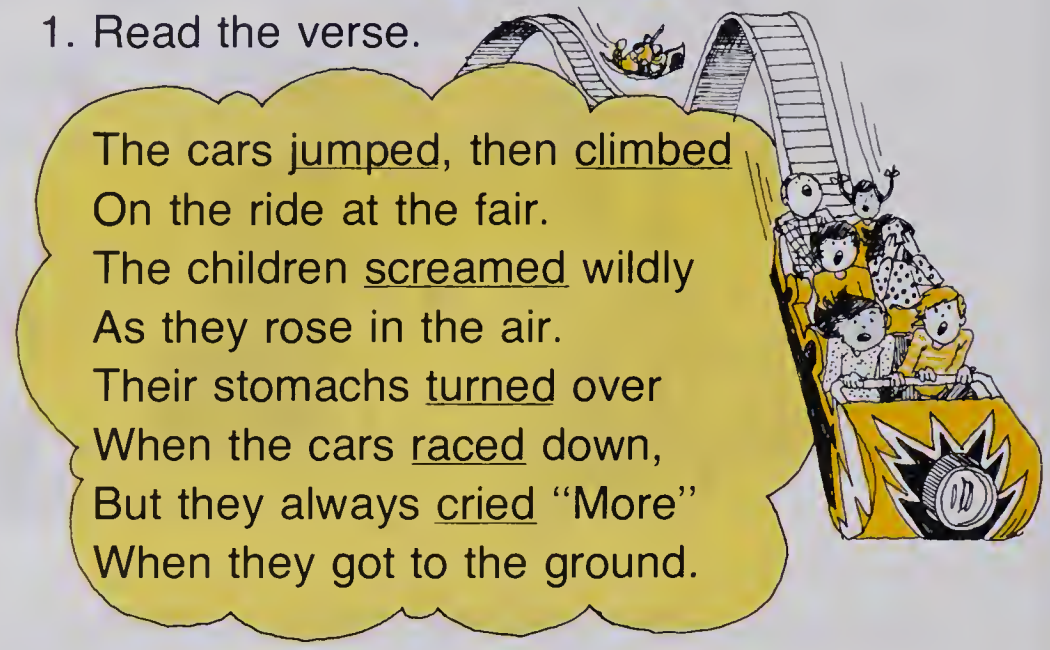
Pretest

How many words did you get right? Where did you make a mistake? List the words that were hard for you.



Study Helps

1. Read the verse.



The cars jumped, then climbed
On the ride at the fair.
The children screamed wildly
As they rose in the air.
Their stomachs turned over
When the cars raced down,
But they always cried "More"
When they got to the ground.

Write all the underlined words that have the ending **-ed**.
Write the base word for each one.
Which base word was changed before the ending was added?

2. Look at these words:

cry + **ed** = cried
try + **ed** = tried

What change is made in the base word?
Notice that we change the **y** in the base word to **i** before adding the ending **-ed**.
Now add **-ed** to these base words and write the new words in your book: dry spy.

3. Look at the word climb. What is the last sound in the word?
   What two letters spell this sound? Write climb.
   Circle the letter you might forget when you spell this word. Use the study steps with climbed.

4. Write the list words that have two syllables.
   What vowel sound do you hear in the second syllable?
   What letters spell the vowel sound?
   Which word has a double consonant?

5. Write the list words in which you hear a vowel + **r** combination. Say each word.
   Do you hear the same vowel sound in each word? Are they spelled the same? Circle the vowel + **r** combination in each word.

6. Write the two list words that start with the consonant sound /ŦH/.
   Which word belongs in each blank?
   I like _____ red shoes better _____ my black ones.

Remember

When you add **-ed** to words that end in **-y**, change the **y** to **i** before you add the ending, as in the words cried and tried.

Using Your Spelling Skills

1. Write the complete sentences in your notebook.

Mother was _____ when she saw that Terry had _____ the ladder.

Anna _____ higher _____ Jenny.

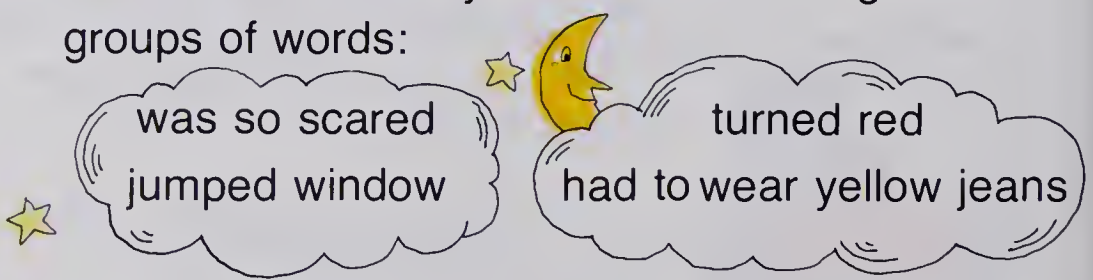
Glen will _____ his _____ bow tie.

Where _____ your mother work?

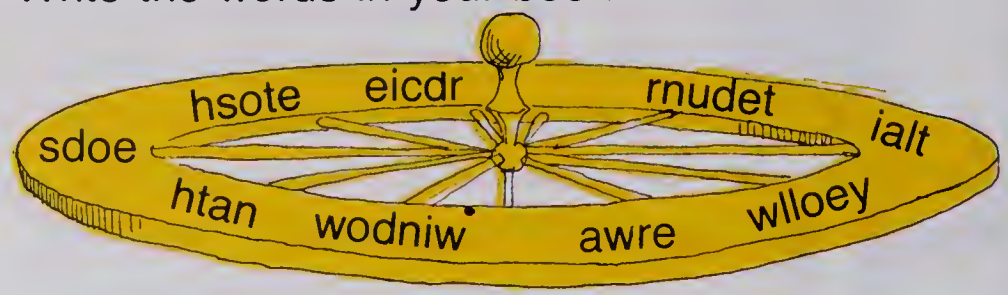
Look at that piglet's curly _____ !

Trevor _____ around and looked through the _____ .

2. Write sentences in your notebook using these groups of words:



3. Unscramble the words on the merry-go-round. Write the words in your book.



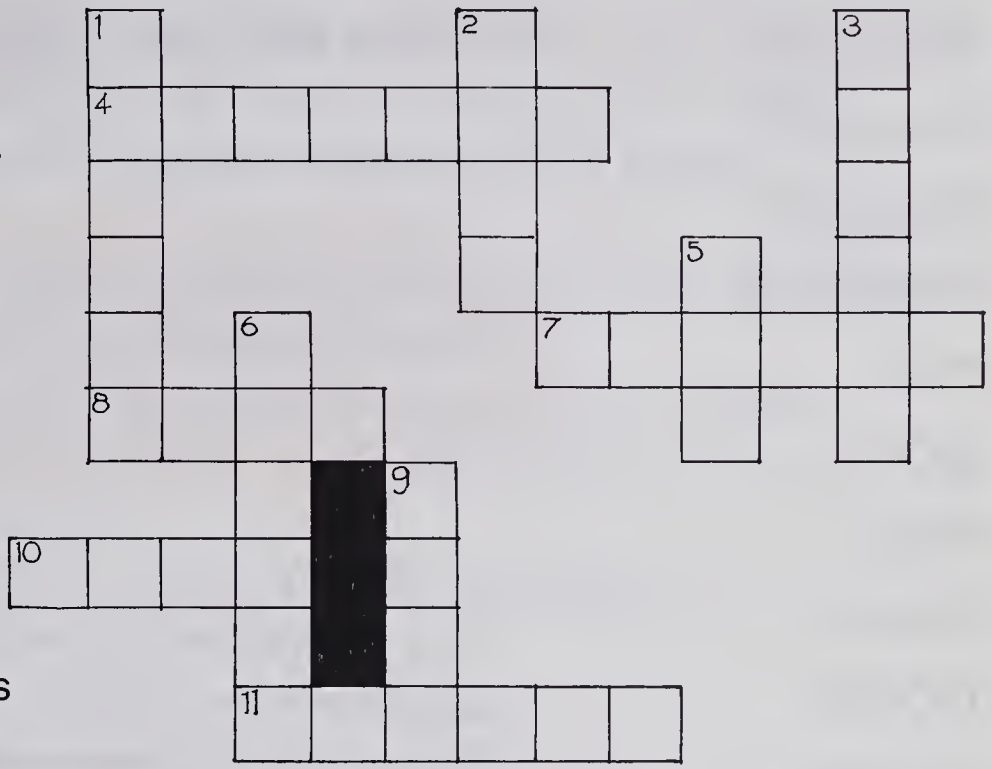
4. Use the clues to find the words in this puzzle. All the words are list words. Write the answers in your book. Number them carefully the way they are in the puzzle.

Across

4. rhymes with timed
7. rhymes with burned
8. He ____ his work well.
10. The fox has a bushy ____ .
11. You look through this.

Down

1. frightened
2. You do this with clothing.
3. rhymes with bumped
5. You do this when you're hurt.
6. the color of dandelions
9. rhymes with fan



5. Musky wrote some sentences, then read them over and found mistakes in spelling. Musky marked each misspelled word.
Help Musky rewrite the sentences with the correct spellings.

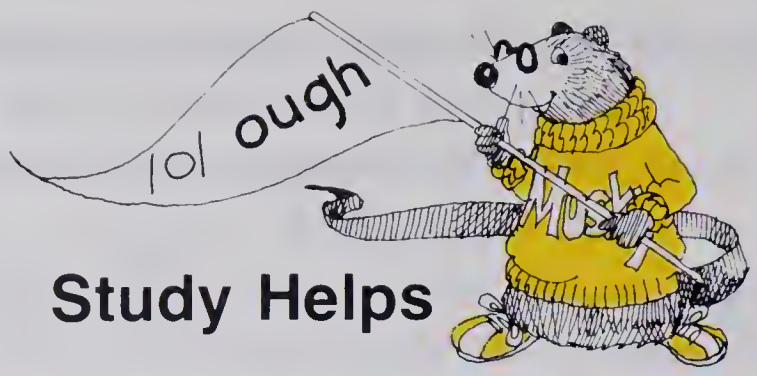
(a) He [duz] not know how to [clime] the ropes.
(b) A [yelloe] bird came to the [windoe].
(c) I am [scarred] of [thoes] noisy dogs.
(d) My little brother [cryed] when the donkey swished its [tale].

Unit Test

Your teacher will dictate the list words in this unit. If you misspell a word, write it in your special list.

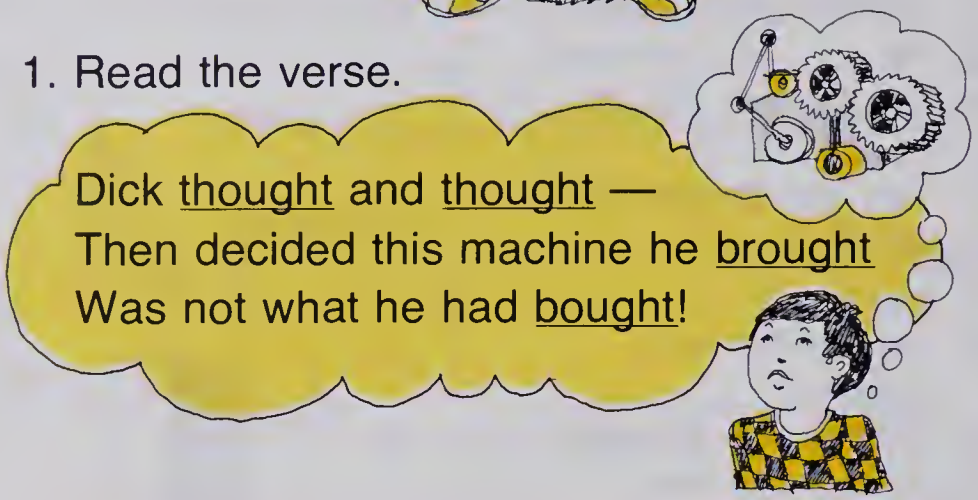
21

thought
brought
bought
finished
cut
gone
kiss
been
done
broke
machine
hurt



Study Helps

1. Read the verse.



Say the underlined words. What vowel sound do you hear?
Notice that in these words the vowel sound /o/ is spelled with the letters **ough**. There are only a few words that have this spelling. Two others are fought and ought.
Write the five words that use the letters **ough** to spell /o/ . Underline the ones that are list words.

2. Find another list word that has the vowel sound /o/ .
How is the vowel sound spelled in the word gone?
Now find a list word that looks like gone but is not pronounced in the same way.
What vowel sound do you hear in done?
How must you remember to spell it?

Pretest

How many words did you get right?
List the words that were hard for you.

3. Write a list word with the vowel sound /ō/ you hear in:

Notice that it has the vowel + consonant + **e** pattern. The picture words have the same spelling pattern. Can you spell them?

4. Write two list words that begin with /k/ . How is /k/ spelled in each word?
Remember that /k/ is sometimes spelled with the letter **k** and sometimes with the letter **c**.
Write another list word that has /k/ .

5. Look at the word machine.
Say it to yourself.
What sound do you hear in the middle?
How is the sound spelled in this word?
How is it usually spelled?
What is the vowel sound in the second syllable?
How would you expect it to be spelled?
Look carefully at the spelling of this word.
This is a very odd word.

6. Write a list word with the ending **-ed**.
Add the ending **-ed** to kiss.

A few words use the letters **ough** to spell the vowel sound /o/ , as in brought, bought, and thought.

Using Your Spelling Skills

1. Read the words in the boxes.
   Do they make you think of a sentence?
   Write the complete sentence in your book.

nurse	brought	bandage
Mario's	cut	

bought	a	machine
could	blow	snow
off	the	driveway

work	been	thought
done		

2. Complete the sentences with list words.
   Write the sentences in your book.

I _____ I had _____ a new book, but the cover was _____ .

Father _____ up the meat that he _____ in the supermarket.

My mother _____ the repairs on the _____ .

When I _____ the glass, I _____ my finger. It _____ .

3. Rhyming words are words that sound the same at the end. Sometimes they are spelled almost the same, like: kiss and miss and hiss

   Sometimes the words sound the same at the end, but the sounds are not spelled the same, like: hurt and dirt and Bert

   Write rhyming words for each of these words. Remember the spelling of the rhyming sound can be the same or different.

gone	miss	but	smoke
dirt	fought	seen	fun

4. Musky helped the storekeeper make signs. Musky played a trick on the people and mixed up some of the words.
   What do you think the signs should be? Write each one in your book.

Unit Test

Your teacher will dictate the list words in this unit. If you misspell a word, write it in your special list.

22

mother's
dog's
friend's
nose
bone
hole
again
around
another
woke
together
come

Pretest

How many words did you get right?
If you made a mistake, look carefully to see where it was.
List the words that were hard for you.

Study Helps

1. Read the verse.

One day as José lay in a doze,
He saw a bone around his dog's nose.
Then, at his mother's call he woke,
To find this was only a best friend's joke.

Look at the underlined words.
Notice that each word has the ending **'s**.
This ending means "belonging to," or "of the." For example:

The dog's nose means "the nose belonging to the dog."

The friend's joke means "the joke of the friend."

Write the list words that have the ending **'s**.

2. Look at the verse again.
Write the words that have the same vowel sound as in these picture words:

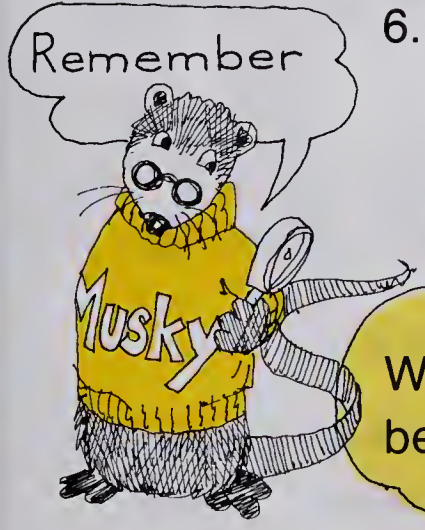
How is the vowel sound /ō/ spelled in all these words?
Write the list words that have /ō/ .

3. Find a list word that has the spelling pattern **o — e** , but does not have /ō/ . Write the word come.
What vowel sound do you hear? You must remember this VERY ODD SPELLING.

4. Say these picture words.

How many syllables do you hear?
Write the list words that have the same number of syllables.
Two list words have three syllables. Write them.
Circle the vowel + **r** combination in each of these words.

5. Write the two base words that make up the compound word another.



6. How do you say the second vowel sound in again? Is it /e/ or /ā/ ? Whichever way you say it, the spelling is the same — **ai**.
Write the word in your book.

We use the ending **'s** to show that something belongs, as in: mother's and dog's.

Using Your Spelling Skills

1. In your notebook write the picture words that go in the blanks. Be sure to write the ending that means "belonging to."
   Write the complete sentence in your notebook.

brother

The skis are not mine. They are my _____ skis.

teacher

The book is not mine. It is my _____ book.

Sara

The dress is not mine. It is _____ dress.

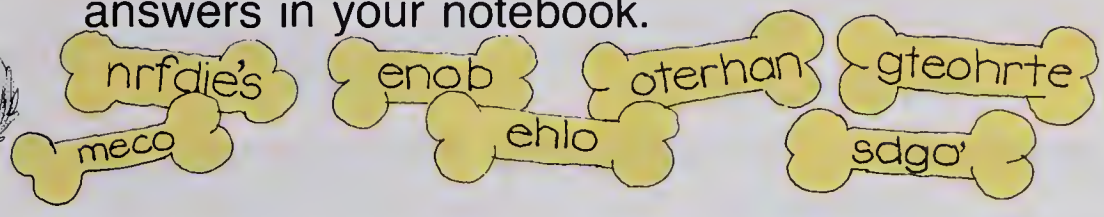
Did you use an apostrophe in each ending?

2. Look in your reader and find six more words that mean "belonging to." Write the words in your notebook.

3. Write the words in alphabetical order. Do you remember how to arrange words that begin with the same letter?
   If not, look back to Unit 10.

bone	again	dog's	come	another
friend	hole	cut	been	hurt

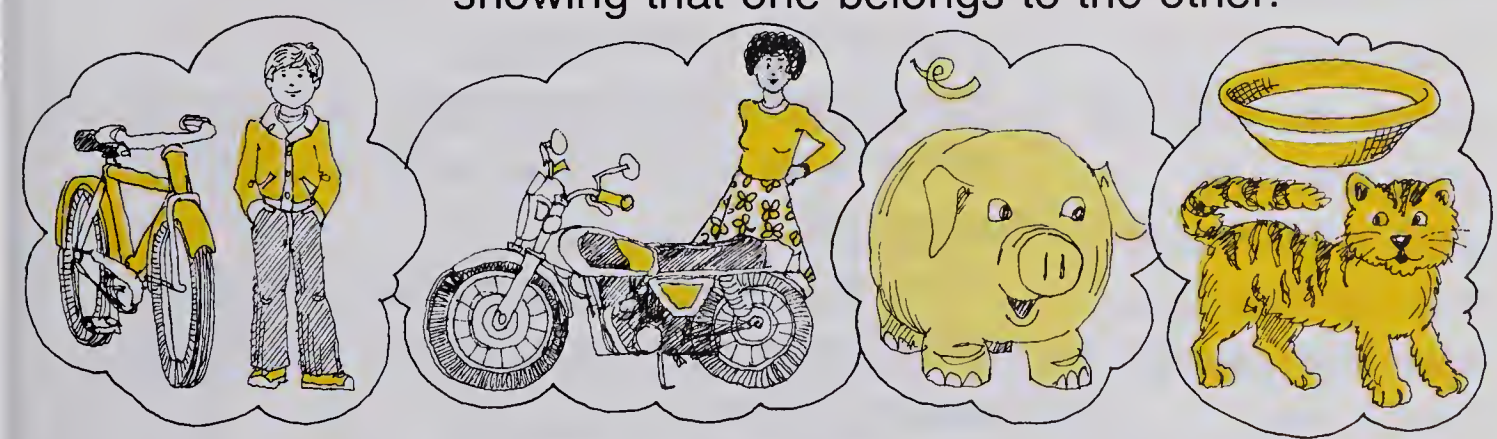
4. Help José's dog find all its bones by unscrambling the word in each bone. Write the answers in your notebook.



5. There are nine list words hidden in this puzzle. As you find them, write them in your book.

m	o	t	h	e	r	's	d
v	t		s	a	i	d	r
u		w		l	n	d	
a	r	o	u	n	d		d
n		k	b	o	n	e	o
o		e		s			g
t	f	r	i	e	n	d	's
h	r			b	r	q	
e		a	g	a	i	n	
r		t	f	l	c	a	c

6. Write a sentence for each set of pictures, showing that one belongs to the other.



Unit Test

Your teacher will dictate all the list words in this unit. If you misspell a word, write it in your special list.

23

garden
farmer
hungry
cookies
angry
winter
doctor
woman
having
before
coming
caught

Pretest

How many words did you get right? List each word that was hard for you. Was the word hard in the beginning, or in the middle, or at the end?

Study Helps

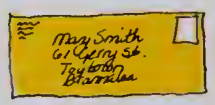
1. Read the verse.

In a garden sat the hungry farmer.
Nothing grew — it did alarm her!
Cookies she munched.
Sixty-six for lunch!
But the doctor said it didn't harm her.

Write all the underlined words that have the same number of syllables you hear in:

airplane

pocket



letter

2. Write the other list words that have two syllables.

3. Look at the word coming.
What is its base word? What is the ending?
What letter of the base word is missing in coming?
Look at having. Write the base word.
What letter is dropped before adding the ending **-ing**?
Now add **-ing** to these words.
Write the new words in your book.

hide make race hope

4. Write the words that match these meanings:

(a) needing food	(e) a female
(b) opposite of <u>after</u>	(f) upset
(c) place for growing vegetables	(g) cures the sick
	(h) good to eat
(d) opposite of <u>going</u>	(i) cold season

5. Write the list words that end with the vowel sound /ē/ spelled with the letter **y**.

6. Write the three list words that end with a vowel + **r**.
   Which one is different from the others?
   How?

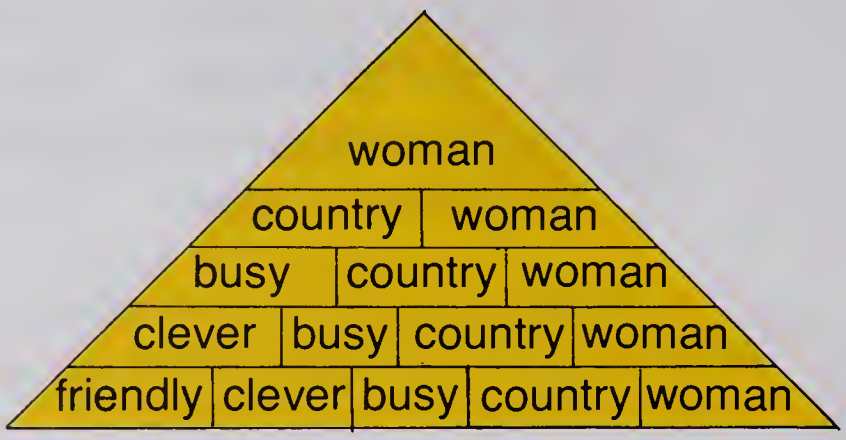
7. Write the word that is a *plural*.
   Write it to mean "just one."

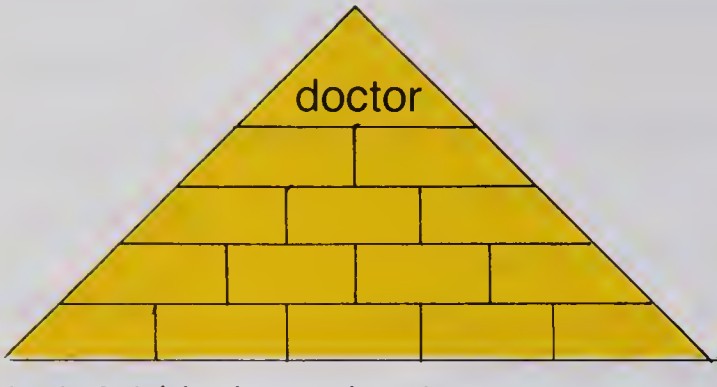
With words like <u>come</u> and <u>have</u>, take off the letter **e** before adding the ending **-ing**.

Using Your Spelling Skills

1. Find five words in your mathematics book that have two syllables.
   Look in a science book for the names of five animals that have two syllables.
   Look in a science book for the names of five plants that have two syllables.
   Write all these words in your special lists.

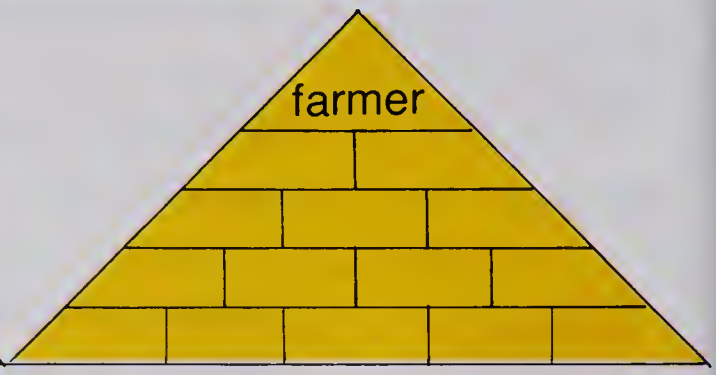
2. Build word pyramids, using some of the words below the frames. The first is done for you.





helpful kind gentle clever

Can you think
of more words to add?



hungry busy strong weary

Can you think
of more words to add?

3. Write the plurals of these words:

garden farmer winter cookie doctor

Do you know how to spell the plural of <u>woman</u>?
Can you find out by looking in a dictionary?

4. What are the missing letters?
Write the words in your book.

w __ nt __ r	__ ar __ e __	f __ __ m __ r
w __ m __ n	c __ __ __ ies	c __ m __ ng
__ ngr __	__ o __ __ o __	b __ f __ r __

5. Write the complete sentences in your notebook.

Jeanne and her dad made _____ .

Oscar _____ the measles, so the _____ was _____ .

The farmers took the vegetables from their _____ before _____ came.

Mary was so _____ she had a snack _____ dinner was ready.

6. Musky is writing again, but the story isn't finished. Copy Musky's story. Be sure to find the spelling mistakes and correct them. Then finish the story in your own way.

Frisky said to herself, "I will have to plant a grden befor summer comes. All the rabits grow carrots and cabbages. I dont want to be the same. What do I like when Im hungre? I know! Cookies!"

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

24 Looking Back

1. Look back over the last five units and write the words you found hard to spell.

2. If you found the **-ed** words hard to spell, write words in your notebook to finish these sentences:

The girls f _____ the search of the _____ house.

The children s _____ when the lightning s _____ them.

Vince c _____ the tree to get his kite.

The cow j _____ over the moon.

3. Write all the words from the lists below that have the vowel sound /o/.

brought	thought	bought	doughnut
ought	though	fought	found

Which letters are used to spell /o/ in the words you wrote?

4. Write these words with **-ing** endings:

bake	cry	climb	come
walk	have	finish	

5. In Unit 22, you used apostrophes to show *belonging to*. Read these sentences. Write only the words that show *belonging* and add an apostrophe in the correct place.

The farmers dog followed him to the field.

The dogs leash was broken.

Jane met her sisters friends at the pool.

The womans cookies were enjoyed by all.

The children had fun at the teachers party.

6. Dictation

Look over these words.
Your teacher will dictate them to you.

decided	cried	again
few	thought	around
scared	machine	caught
climbed	friend's	before

If any of these words are especially hard for you, use the study steps:
LOOK SAY COVER WRITE CHECK
to help you.

7. Find the ten **-ed** words in this puzzle.
Write the words in your book.

						s		s
					h	t	t	p
					a	a	r	i
					u	r	i	e
				t	e	n	t	e	d
			w	a	n	t	e	d	
		d	e	c	i	d	e	d	
			c	r	i	e	d		
	j	u	m	p	e	d			

8. Write the words that have:
(a) the vowel sound /ī/:

wild	climbed	winter	finished
picnic	time	kind	I'll

(b) two syllables:

also	cookies	winter	jumped	jump
store	funny	story	around	beauty

9. Remember that words can rhyme if they sound almost the same, even if they are not spelled the same.
Which of these words rhyme? Write them in pairs in your book.

List 1	List 2
scare	caught
tail	dirt
thought	wear
hurt	sum
come	whale

10. Read these lines:

O Canada, our home and native land . . .
With glowing hearts we see thee rise . . .
And stand on guard, O Canada . . .
O Canada, glorious and free . . .

Make three columns in your notebook like this:

One-syllable words	Two-syllable words	Three-syllable words

Write each word of the verse in the right column.

11. Help Musky find the spelling mistakes in this story.
Write the words correctly in your book.

Befor I went to school, something happened that really scarred me. I climed out of bed and looked out the windoe. What did I see but a wield thing with a tale and yelow wings. I thought for a minute our place was honted. When I screamed, I got mothers attention. She came aroud the corner like a bullet. She told me that Janet my sister, was wearing a costume for the school play. I turned over for another sleep. What a nightmare.

Beautiful Spring

1. Some "spring" words:

spring	sunshine	rain	grass	flowers
thaw	showers	April	plants	tulips
March	gardening	May	June	nature
marbles	skipping	crocus	planting	birds

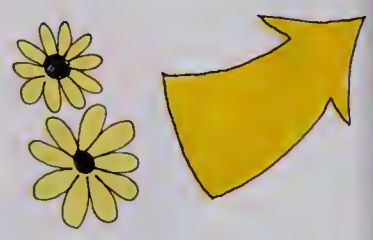
   Can you think of some other spring words? Add them to your list.
   Ask a friend to dictate all the words to you. Check your spelling. Do you have to study some of the words?

2. Write the words in the list that have endings.

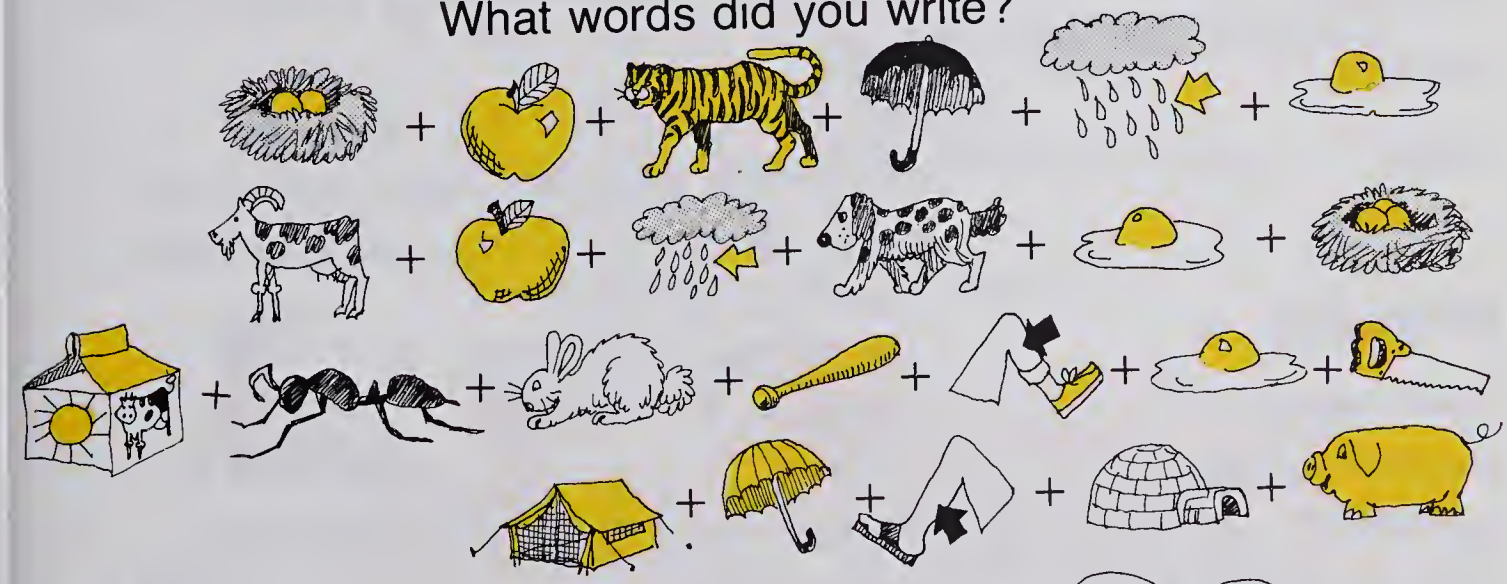
3. Think of the right word for each blank. Write the complete sentences in your book.

   When the warm _____ begins to _____ the _____ , we know that _____ is here. Green _____ starts to grow. The _____ grow longer, and all the _____ come back to build their _____ .

4. Look at the spring picture. How many words in the circle fit the picture? Write some sentences about the picture, using as many words from the circle as you can.



5. Write the first letter of each picture word.
What words did you write?



6. Finish this verse:

Sunshine and rain,
It's spring again!

_____

_____

25

earth
heard
head
bears
bread
behind
river
show
snow
magic
know
saw

Pretest

How many words did you get right?
Did you make a mistake? Where was it?
List the words that were hard for you.

Study Helps

1. Listen for the rhyming words as you read this verse and notice how they are spelled.

You've noticed, of course, that words can rhyme
Yet have different spellings some of the time.
There's bead and seed and heard and stirred;
There's bears and stairs and bird and blurred.
There's know and though and pie and eye;
There's wear and fair and high and dry.

(a) Write the pairs of rhyming words in the verse.

(b) Did you notice that the letters **ea** sometimes spell the vowel sound /e/ ? Write the picture words that have the vowel sound /e/ .

(c) We use the letters **ea** to spell other sounds too.
We use **ea + r** in some words to spell two different sounds.
Say the words earth and heard.
The first two sounds in earth are the special sound **/ė/ + r**.

Now say the word bears.
Listen for the vowel + **r** sound. This special sound combination is shown as /ã/ + **r** .

2. Read these sentences:

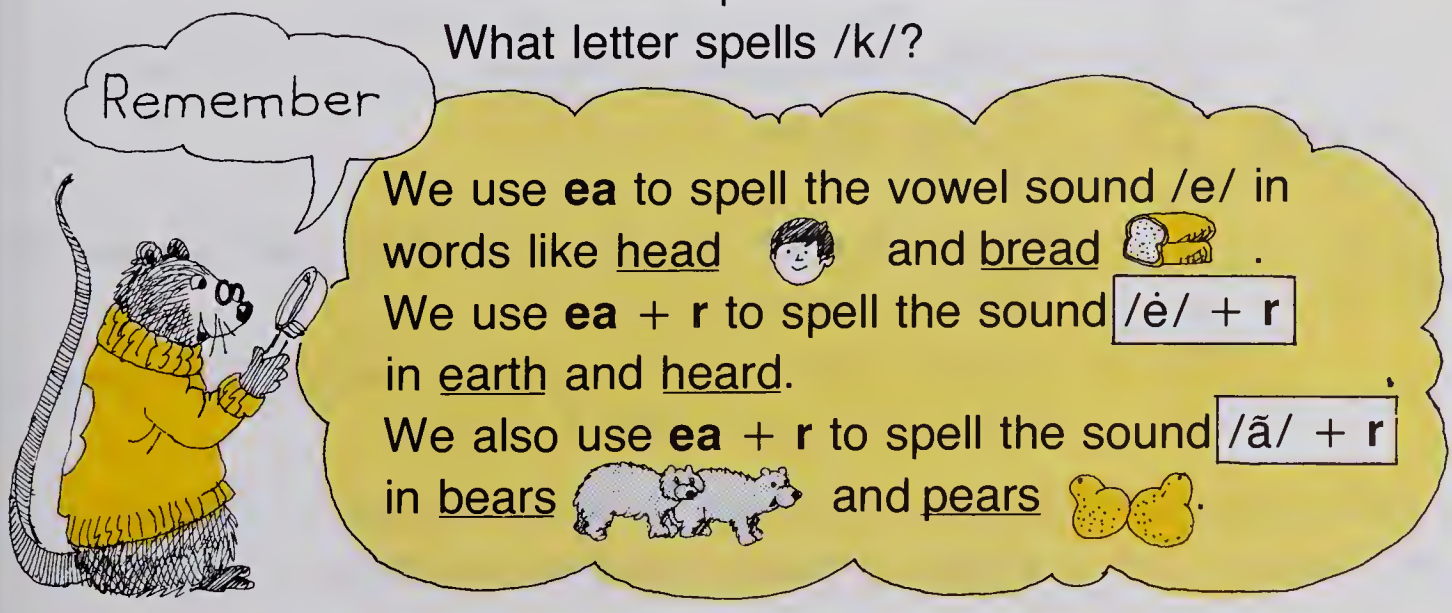
I can hear the birds.

Yesterday I heard the birds.

Did you notice that the vowel sound is different in the two underlined words?
The vowel + **r** sound in hear is /ē/ + **r** and in heard it is /ė/ + **r** .

3. Write three list words that rhyme.
What vowel sound do you hear?
What letters are used to spell this sound?

4. Write the list words that have two syllables.
Look at the word magic.
Notice the consonant sound /j/ in the middle.
What letter spells this sound?
What letter spells /k/?

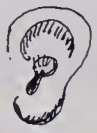

Remember
We use **ea** to spell the vowel sound /e/ in words like head and bread .
We use **ea** + **r** to spell the sound /ė/ + **r** in earth and heard.
We also use **ea** + **r** to spell the sound /ã/ + **r** in bears and pears .

Using Your Spelling Skills

1. Look in your other books to find more **ow** words that have the same vowel sound as <u>show</u>, <u>snow</u>, and <u>know</u>.
   Write them in your special lists.

2. Write a verse using **ow** rhyming words.

3. Use the picture and letter clues to write this sentence in words:

   I h +  + d + s

   + hind our .

4. Copy these sentences and fill in the blanks with words from your list.

   (a) I know some _____ tricks.

   (b) She saw three _____ fishing in the _____ .

   (c) My little puppy followed _____ me, all the way home.

5. In words such as <u>snow</u> and <u>grow</u>, **ow** is used to spell the vowel sound /ō/.
   In your book, write only those words that have the vowel sound /ō/.

know	slow	throw	how	clown
show	now	plow	crow	flow

6. Make as many words as you can by joining the letters **ea** with those in the big box. Be careful to write only those words that match the sound shown at the top of each large box.

Sound /ē/

ea	ch l
	b r f e
	t d s v p

Sound /ė/ + **r**

ea	r d
	h th n
	l s ch

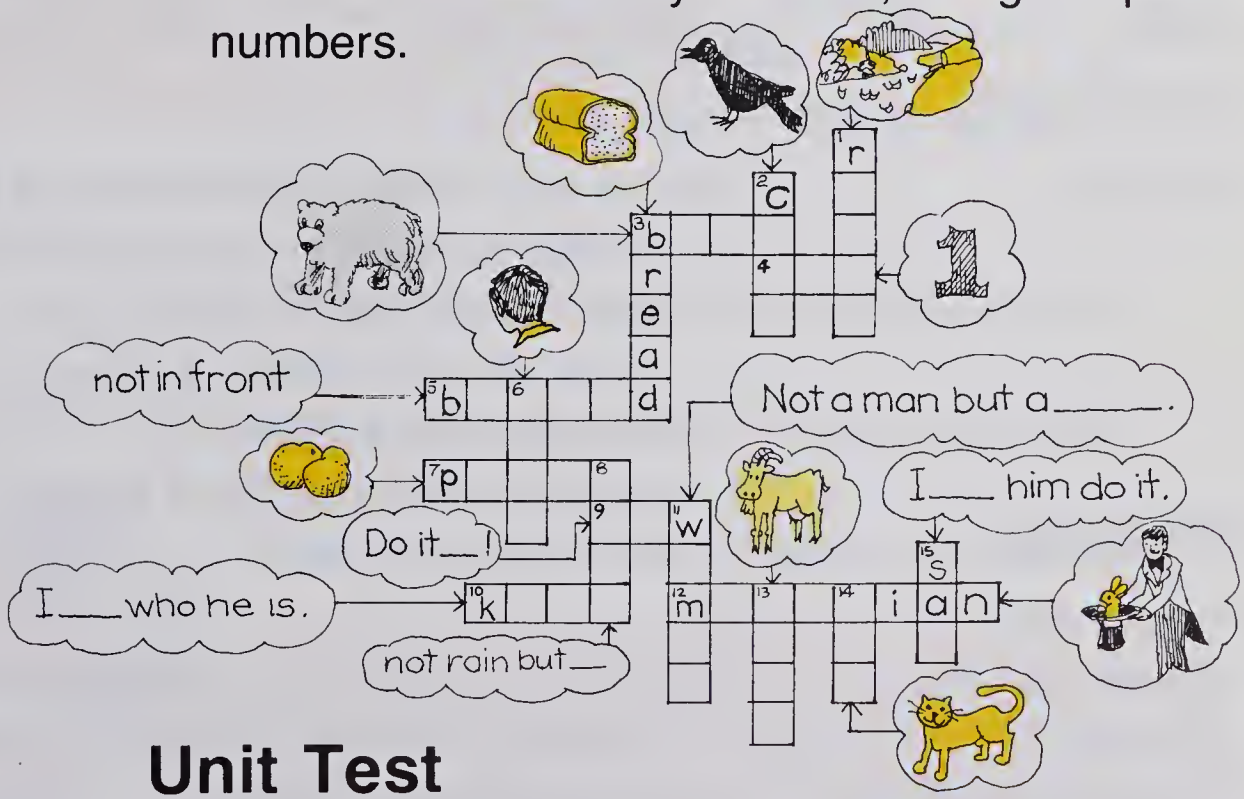
Sound /e/

ea	b h
	r s d

Sound /ã/ + **r**

ea	b p
	r s w
	t

7. Use the clues to solve this puzzle.
Write the answers in your book, using the puzzle numbers.



Unit Test

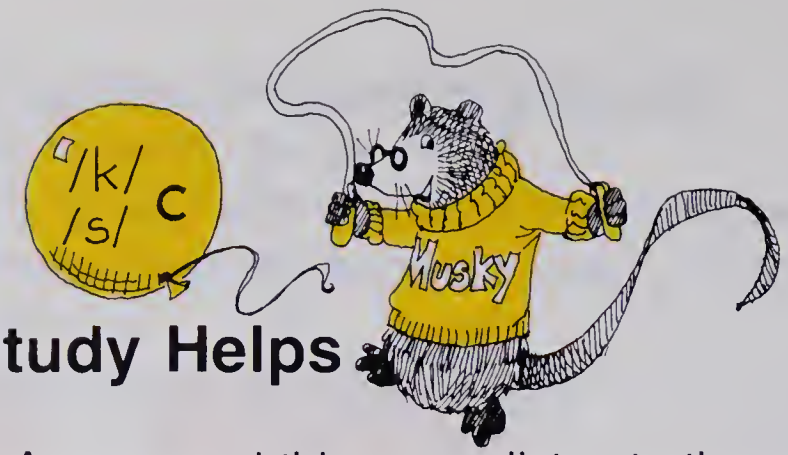
Your teacher will dictate all the list words in this unit. If you misspell a word, write it in your special list.

26

prince
clown
candy
walked
castle
cold
face
race
police
talk
elephant
dance

Pretest

How many words did you get right?
List the words that were hard for you.



Study Helps

1. As you read this verse, listen to the sound of the underlined words.

I like that happy, jolly clown,
Look at his funny looking crown.
See his old coat with all that lace,
And see the colors on his face.
See him skip and see him dance.
Now watch him jump and hop and prance.

(a) Did you notice that sometimes the letter **c** is used to spell the consonant sound /k/ in words like clown and coat?
Write all the words in the verse that have the consonant sound /k/.
Underline the ones that are in the spelling list.

(b) Did you notice that sometimes the letter **c** is used to spell the consonant sound /s/ as in face and dance?
Write the words in the verse and in the list in which **c** is used to spell /s/.

2. Write two list words in which /k/ is spelled with the letter **k**.
   What letter comes before **k**?
   What vowel sound do you hear in each word?
   What letter spells the vowel sound?
   Which word has an ending? Circle the ending.

3. Look at the word police.
   How many syllables do you hear?
   What is the vowel sound in the second syllable?
   What letter spells that vowel sound?
   What vowel letter do you use in the first syllable?
   Write the word.

4. Look at the word castle. Write it.
   Circle the last three letters.
   Which ones must you be careful to remember?

5. Say elephant. How many syllables do you hear?
   What consonant sound do you hear in the middle?
   What letters spell the consonant sound /f/?

In some words the letter **c** spells the consonant sound /k/, and in some words the letter **c** spells the consonant sound /s/.

Using Your Spelling Skills

1. Find words with the letter **c** from your other subjects and add lists of **c** words to your special lists.

   Here are some to get you started.

/k/ — **c**	/s/ — **c**
arithmetic	space
metric	city
music	price
British Columbia	ice

2. Write an answer to each of these questions. Use the two words shown in brackets.

   Where did you go yesterday? (walked, castle)

   What did you see at the circus? (clown, elephant)

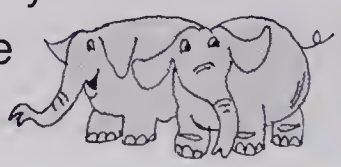
   What did you see at the show? (prince, dance)

3. Use the picture clues to help you rewrite each sentence as it should be written.

   (a) The young lived in an old .

   (b) I see a with some

   (c) We heard a go by.

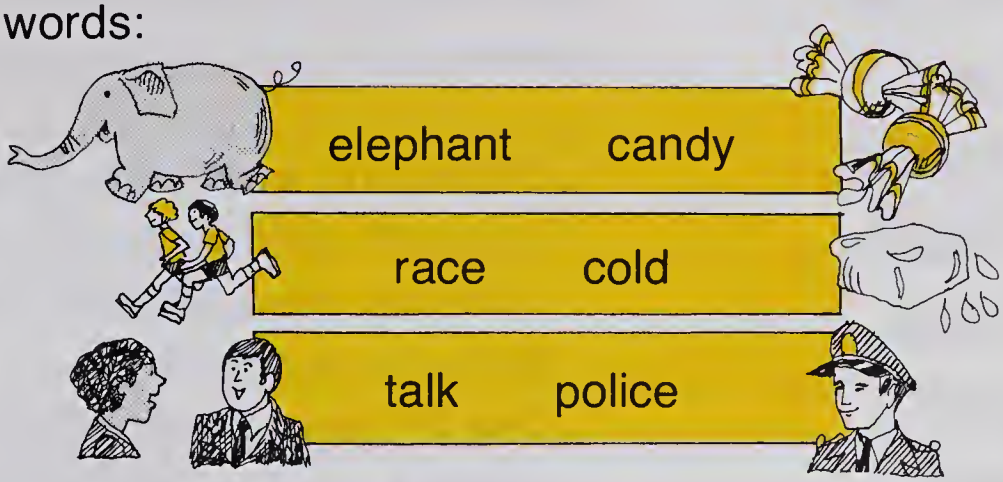
   (d) Mary walked to the park to watch the  .

4. How many rhyming words can you think of for each of these words? Write them in your book.

dandy	mice	chalk	bold
lace	frown	since	

Did any of the words you wrote have the right rhyming sound but a different spelling?

5. Write *question* sentences using each pair of words:



Now answer each question you wrote.

6. Write these headings in your book:

/s/ — **c** /k/ — **c**

Write each of these words in the correct list:

cat	candy	place	clown
came	castle	coal	count
nice	rice	picnic	voice
cent	color	dance	prince

Unit Test

Your teacher will dictate all the list words in this unit. If you misspell a word, write it in your special list.

27

suddenly
finally
happily
animal
tiger
woods
forest
trees
gold
wolf
fox
circus

Pretest

How many words did you get right? Where did you make mistakes? List the words that were hard for you.

Study Helps

In a word you should hear
One or more syllables loud and clear.
How can you tell how many or few?
Listening for each vowel sound is your clue.

1. Some long words are easier to spell if you say each syllable as you write the word. For example, you could say "el•e•phant" while you were writing it.
   Use this way to write the three-syllable words from your spelling list.
   Write the two-syllable words from your list.

2. Write the three words from your list that could be used to describe this picture:

3. Write the names for these animals:

4. Write the base word for each of these words:

   trees woods suddenly finally

   Look at happily.
   The base word is happy.
   How was the base word changed before the ending **-ly** was added?
   Add the ending **-ly** to merry and sleepy.

5. Say the word circus.
   How many syllables do you hear?
   What consonant sound do you hear at the beginning of the first syllable? How is it spelled?
   What two consonant sounds are there in the second syllable? How are they spelled?
   Notice, in the first syllable, that the sound /ė/ + **r** is spelled with the letters **ir**.
   This is a word that may need special study.

6. You have learned that we sometimes use two letters such as **ch** and **sh** to spell a single sound. Now we have the opposite case.
   Say this word and listen carefully to the sounds at the end of the word:

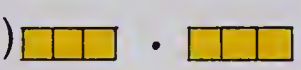
   fox

   Did you hear the consonant blend /ks/?
   The letter **x** is usually used to spell the two consonant sounds /ks/ when they come together in a word.
   Do you know other words with **x**?

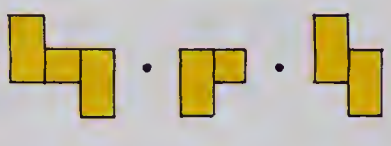
Using Your Spelling Skills

1. Start a list of animal and plant names that you see in science books or storybooks. Use your special lists when you want to find a word to use in your writing.

2. This animal is a chimpanzee.
To learn to write the word, you might say each syllable separately as chim•pan•zee. Write the word.
The shapes below are separated into syllables. Use the word list to help you find the words that fit these shapes. Then write the words in your book.

(a) (b) 

(c) (d)

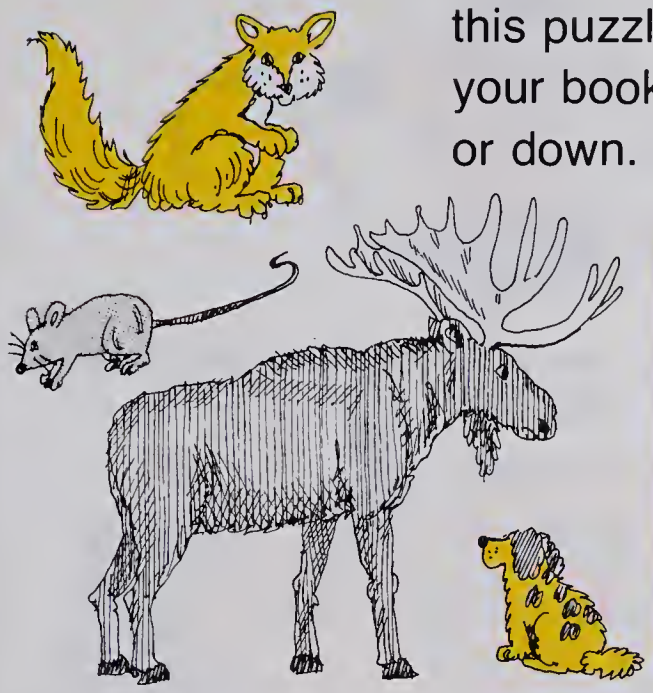
(e) (f) 

3. Write a question sentence using these words:

tiger	wolf

Write an answer to your question using the word circus.

4. How many words can you write that rhyme with bold? Remember that rhyming words can have different spellings. For example: rolled rhymes with bold.



5. How many animal names can you find hidden in this puzzle? As you find each word, write it in your book. Words can be found by going across or down.

a	c	o	w	e	r	s	m
r	s	h	o	r	s	e	d
a	n	d	l	i	o	n	b
t	o	p	f	o	x	r	t
a	m	i	d	e	e	r	y
d	o	g	m	o	o	s	e
c	h	i	p	m	u	n	k

6. Read this story beginning. Some words are left out. Fill in the missing list words as you write the story in your book. Then finish it in your own way.

One day, Willie Wolf and Freddie _____ were running through the _____ . S_____ Willie saw something under some _____ . Willie and Freddie raced over to look. They found a bag of _____ . How excited they were!

S_____ they heard a growl. They looked up to see .....

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

28

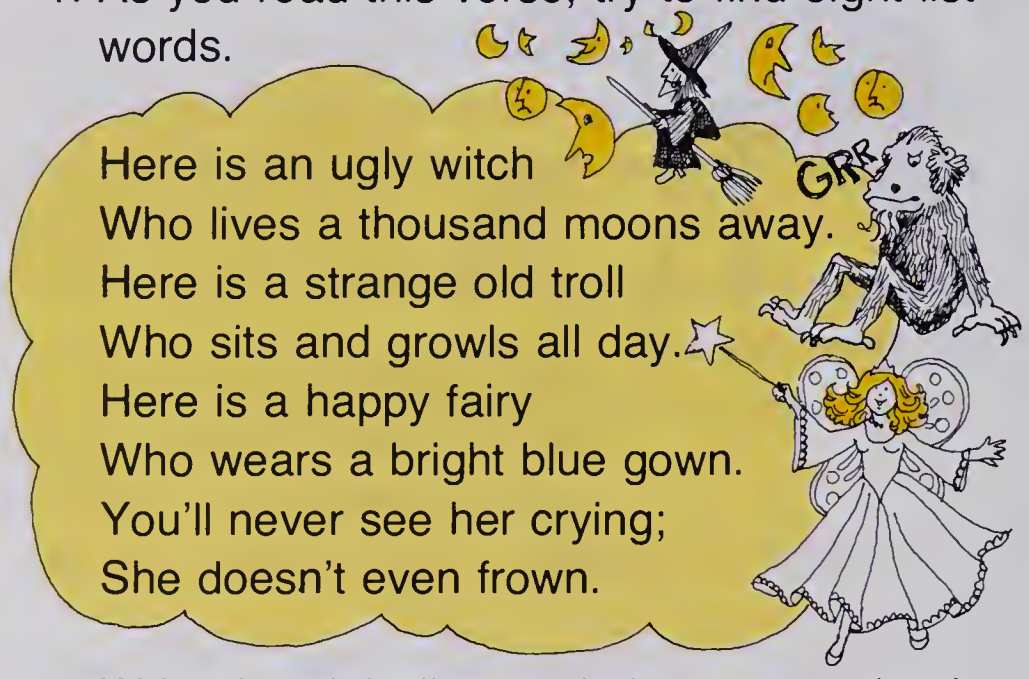
crying
flying
much
witch
troll
thousand
here
real
fairy
ugly
blew
blue

Pretest

How many words did you get right? Where did you make your mistakes? List the words that were hard for you.

Study Helps

1. As you read this verse, try to find eight list words.

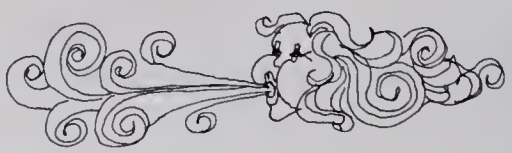


Here is an ugly witch
Who lives a thousand moons away.
Here is a strange old troll
Who sits and growls all day.
Here is a happy fairy
Who wears a bright blue gown.
You'll never see her crying;
She doesn't even frown.

Write the eight list words in your notebook.

2. Two of the list words sound exactly the same but they have different meanings and different spellings.
Words like these are called *homophones*.

The sky is <u>blue.</u>



The wind <u>blew</u> all day.

What part of the words is spelled alike?
What part is spelled differently?
Do these two words rhyme?

3. Look at these two words and say them: much witch.
   They both end with the consonant sound /ch/ but have different spellings. Notice that in witch /ch/ is spelled with the letters **tch**.
   Write the words. Circle the letters that spell /ch/.

4. Write the two list words that end with the vowel sound /ē/. What letter spells /ē/ in these words?
   Say fairy. Notice that the sound combination /ā/ + **r** is spelled with the letters **ai** + **r**.
   Write this word.

5. Write the other list word that has a special vowel + **r** sound.
   Did you notice that the sound is /ē/ + **r**?
   What letter must you remember to put at the end of this word?

6. Write the list word in which /ē/ is spelled with the letters **ea**.

7. Write the word thousand.
   What letters spell the first vowel sound?
   Say the word. What consonant sound do you hear in the middle of the word?
   What letter spells the consonant sound /z/?

Some words, like blue and blew, sound alike but they are spelled differently and have different meanings.
These words are called *homophones*.

Using Your Spelling Skills

1. Write the list words that fit these meanings:

   (a) an ugly storybook creature who lives underground
   (b) in this place
   (c) in stories, a tiny person who usually can fly
   (d) not imagined
   (e) what the wind did
   (f) the color of the sky
   (g) in stories, a woman with magic power

   If you are not sure about some of these words, look them up in your dictionary.

2. Dictation

   Your teacher will dictate these sentences:

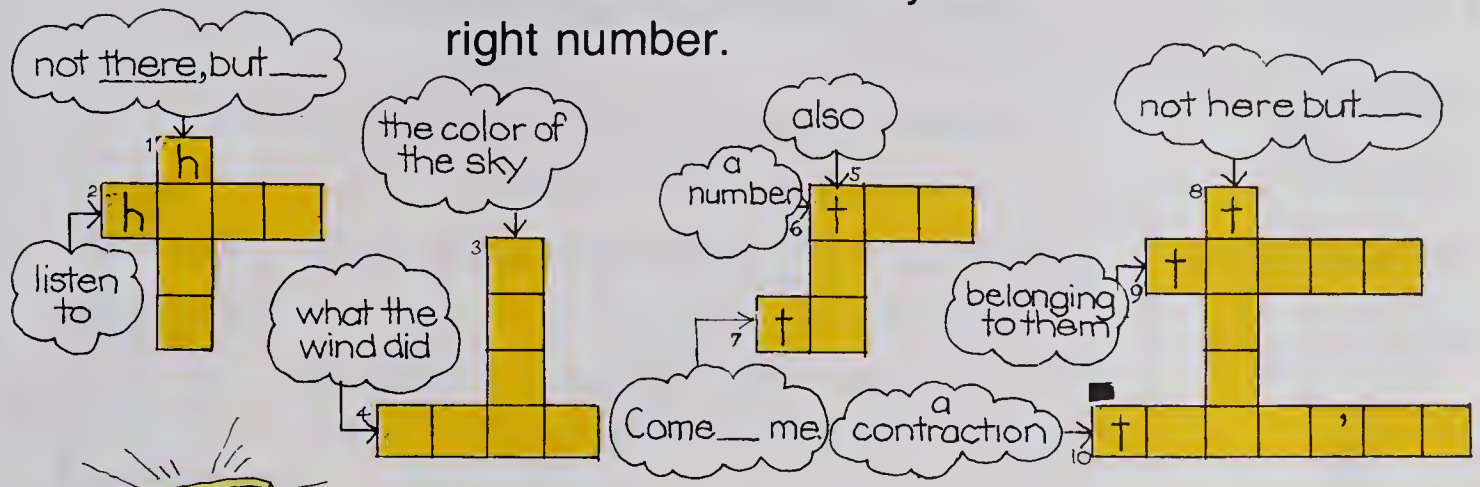
   (a) The wind blew too much for us to go flying.
   (b) How would you like to be an ugly witch or a troll?
   (c) The fairy had a dress with a thousand blue stars.
   (d) Here is the real map.

   Use your book to check your own spelling, capital letters, and punctuation.

3. Find the list words that rhyme with these words:

drying	glue	such	we're
rich	dairy	stroll	steal

4. Some words may sound the same but they have different spellings and different meanings. Such words are called *homophones*. Try to solve each of these homophone puzzles. Write the answers in your notebook beside the right number.



5. Musky is getting better at spelling. Read Musky's sentences. Find the spelling mistakes. Rewrite the sentences correctly.

- The wind blew away my blue hat.
- She could here the old wich crying.
- I have one thousand real dollars.
- We saw a ferry boat crossing the lake.
- I like this book mutch more than that.

6. What happened when the troll tried to make the witch pay for crossing his bridge? How did the fairy settle the trouble? You tell the story.

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

29

hospital
beautiful
favorite
dinosaurs
right
room
small
baby
open
hard
barn
lady

Pretest

How many words did you get right?
Look carefully at each word you misspelled.
List the words that were hard for you.

Study Helps

Words like hospital and beautiful,
Are long and hard to spell.
Words like favorite and dinosaurs
Aren't easy, I can tell.
But if you use your ears and eyes,
Your rules and syllables, too,
You may find to your surprise
That spelling's easy for you.

1. Long words can be divided into syllables.
   hos•pi•tal beau•ti•ful fa•vor•ite di•no•saurs

   Study each of these words by **look**ing carefully at each syllable as you say it to yourself.

   Now **say** the whole word to yourself and try to picture it in your mind.

   Look at the word again before you **cover** it and **write** it in your notebook.

   Check each word as soon as you have finished writing it. Once you get it right, go on to the next word.

2. Write the two- and three-syllable words from your list that match these pictures:

3. Write the two list words that have this sound:

/ä/ + **r**

4. Write the one-syllable list word in which you hear /o/.

5. Write the two list words in which you hear both /ā/ and /ē/.
   What letters spell /ā/ and /ē/ in these words?

6. Write the two-syllable list word in which the first sound is /ō/.

7. Write a one-syllable list word in which you hear /ī/.
   What letters spell the vowel sound?

Using Your Spelling Skills

1. Dictation
   Your teacher will dictate these sentences:

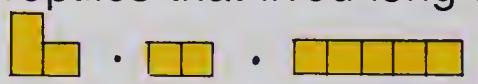
   (a) The baby is in the small room on your right.
   (b) She is a very beautiful lady.
   (c) Do you know much about dinosaurs?
   (d) Who is your favorite player?

   Check your own work by comparing your sentences with the ones in this book.
   Check each word carefully.

2. Write a word for each of the following meanings and shapes.
   Notice that the shapes are divided into syllables.

   (a) not closed

   (b) reptiles that lived long ago

   (c) a place for sick people

   (d) very, very pretty

   (e) a way of sending pictures through the air

   (f) a study of numbers

3. Arrange these words in the right order and write the sentences in your notebook.

   (a) the Am in right I room?

   (b) the lady smaller is The than baby.

   (c) opened He barn the door.

   (d) stories dinosaurs My are about favorite.

   (e) Jules hospital was beautiful in a.

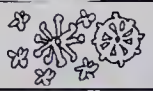
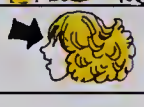
4. Dinosaurs were very strange creatures.
   Write some sentences to describe the dinosaurs in this picture. When you are finished, ask a friend to read what you wrote to see if you made any spelling mistakes.

Unit Test

Your teacher will dictate all the list words in this unit.
If you misspell a word, write it in your special list.

30 Looking Back

1. These are some of the sounds and their spellings that you have used in the last five units.

Sound	Spelling	Examples
/e/	**ea**	head
/ē/	**ea**	leaf
/ã/ + /r/	**ea** + **r**	bear
/ō/	**ow**	snow 
/k/	**c**	clown
/s/	**c**	face 

Check the words that you found hard to spell to see if any of them use these sounds. Study those problem words first.

2. (a) From the following group of words, write only those **ea** words that have the vowel sound /e/.

heard head bread heat

(b) Write the **ea** words with the vowel sound /ē/.

leaves meal seat earth head

(c) Write the **ea** words with the special sound /ã/ + **r**

bear pear bread real

3. Write the words that have the vowel sound /ō/.

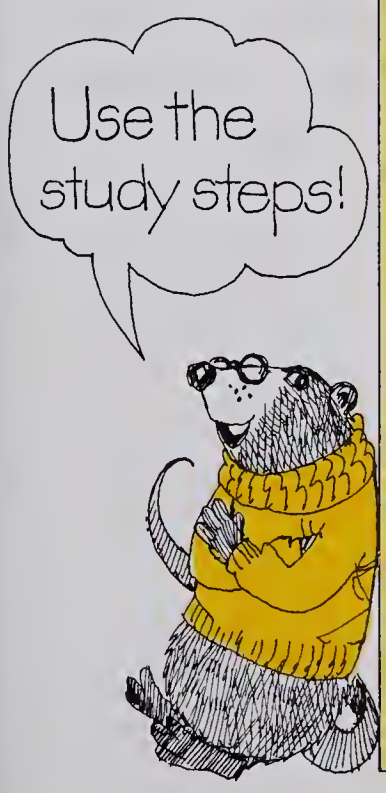
cow	now	slow	clown
show	wolf	know	flow

4. Write the words in which you hear the consonant sound /k/. Circle the letter that spells /k/.

clown	cold	police	dance
castle	candy	prince	can
cat	cow	class	cave

5. Write the words in which you hear the consonant sound /s/. Circle the letter that spells /s/.

place	race	rack	nice
mice	police	dance	cars
doctor	magic	scared	prince



6. Your teacher will dictate these words to see if you need to study them some more.

beautiful	thousand
dinosaurs	blew
crying	know
happily	heard
finally	favorite

Check your own words carefully and use the study steps
LOOK SAY COVER WRITE CHECK
to study those words that you found hard to spell and those words that you had wrong.

7. Write these headings in your notebook:

   People Animals Buildings Food

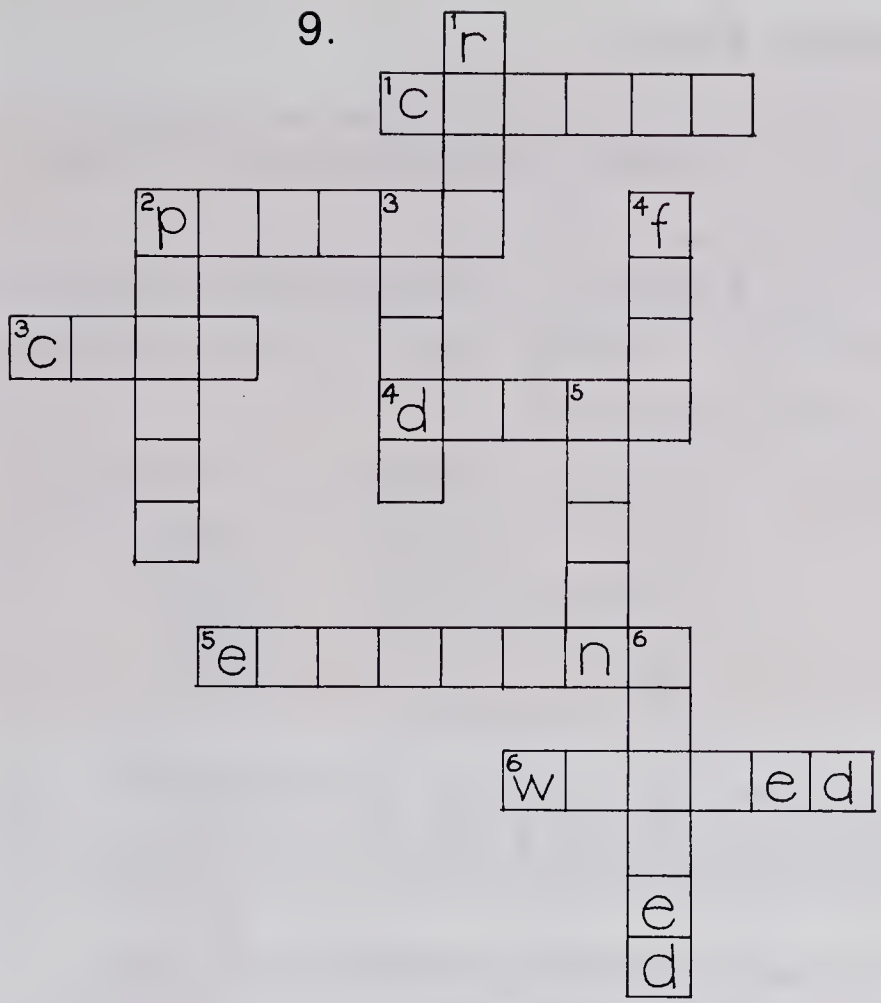
   Write each of these words under the right heading:

   castle prince tiger candy bread clown
   fox police hospital school bears lady
   baby house barn cookies meat

8. Musky is reading a story written by a boy who was only seven years old. Musky is going to help the boy find his mistakes.
   Write the story, correcting all the mistakes Musky found.

The Three Foxes
once upon a Time There were Three foxes. one like to catch bears. and The other fox like to catch mice. and The last fox like to catch people. so one day The Three foxes want to hunt. They al caut what they like.

9.



Across

1.
2. The _____ will soon become a king.
3. not hot
4.
5.
6.

Down

1.
2.
3.
4.
5.
6. He _____ out loud.

10. Use this code to figure out the secret message.

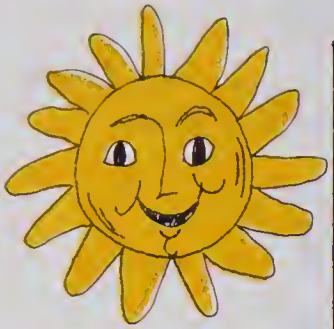
a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

3•1•14 25•15•21 3•15•13•5 23•9•20•8
21•19 15•14 15•21•18
8•15•12•9•4•1•25•19 20•15 19•5•5 15•21•18
6•1•22•15•18•9•20•5 4•9•14•15•19•1•21•18•19?

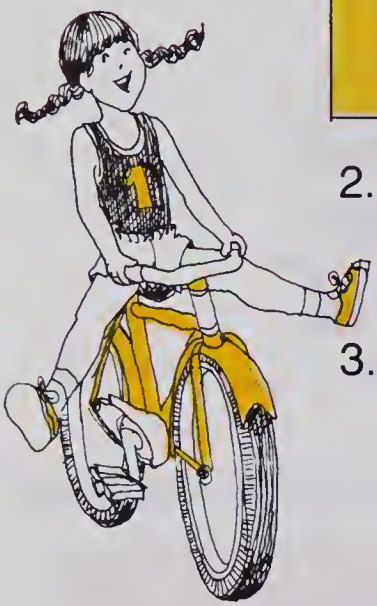
Answer this question in code.

Summer Fun



1. How many of these summer words can you spell?
   Ask a friend to dictate them and then check your own spelling carefully. If you make a mistake, what should you do?

weather	summer	vacation	holidays
heat	sunny	canoe	hike
dive	swimming	bicycle	fruit
July	August	trip	camp



2. Write the words that have two syllables.
   Write the words that have three syllables.

3. Find the words in the puzzle that tell what people do in the summer.
   Write the words in your book.
   Did you find twelve words?

s	k	i	p	t	r	i	p	c
u	i	h	i	k	e	b	m	l
n	t	x	c	a	m	p	d	i
t	e	v	n	o	s	w	i	m
a	j	r	i	d	e	h	v	b
n	k	d	c	a	n	o	e	l

4. Summer vacation — nice sunny weather;
A hike, a dive, a get-together.
Fruit on the trees, a ride in a canoe,
All this and great fun at the zoo.

What do you like to do in the summer — some of the things in the verse, or something different? Maybe you like to read, lying under the trees in the park. Would you like to ride a bronco, or climb a mountain? Would you like to pick wild strawberries and make jam?

If you could do anything at all, what would your dream holiday be? Write about it.

Have a friend check it for spelling and punctuation.

5. Write the words that mean:

(a) a holiday
(b) You paddle it in the water.
(c) the second month of summer
(d) something you should eat each day
(e) We always hope it is nice all summer long.
(f) You should wear good shoes when you do this.
(g) It has two wheels.
(h) to go head first into the water

6. Make a list of words that tell what people do for summer holidays.

31

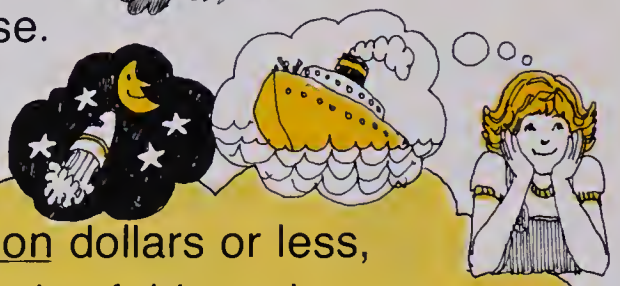
eight
fifteen
million
second
math
guess
buy
foot
floor
through
dollars
hundred

Pretest

How many words did you get right? List the words that were hard for you.

Study Helps

1. Read the verse.



If I had a million dollars or less,
I'd buy hundreds of things, I guess.
I'd buy fifteen huge ships to sail the sea,
And eight trips to the moon for our family.

Write the underlined number words.
What vowel sound do you hear in eight?
What letters spell this sound?

2. Write the list word that has the same vowel sound as in .
What letters spell the vowel sound /ü/ in the list word? Circle these letters.
If this word is hard for you, use the study steps.

3. You know that many words are not spelled in the way you might expect when you say them.
Write these words and circle the letters that you might not expect:

eight guess buy through

4. Write the words for each of these mathematics symbols:

   8 15 100 1 000 000 2nd $

5. Write the list words in which you see the letters **oo**. Do these letters spell the same sound in each word?
   Write the words again, and circle the vowel letters as you say each word.

6. Write the word that has /ī/. Circle the letters that spell this sound.
   Can you write a *homophone* for buy?

7. Write the list words that have two syllables. Say each syllable as you write the word.

Using Your Spelling Skills

1. Look through your math book and find words that belong in these classes. Write them in your notebook.

Measuring Words	Number Words	Money Words	Time Words

2. Write list words in your notebook to finish these sentences:

   Maneesh looked _____ his _____ book for a hard problem.

   The TV set cost more than a _____ _____ .

   Mala went to the store to _____ (8) metres of cloth and (15) buttons.

   His first _____ was wrong, so he tried a _____ time.

3. Write list words around a key word as in the sample.

FLOOR

MILLION

THROUGH

MATH

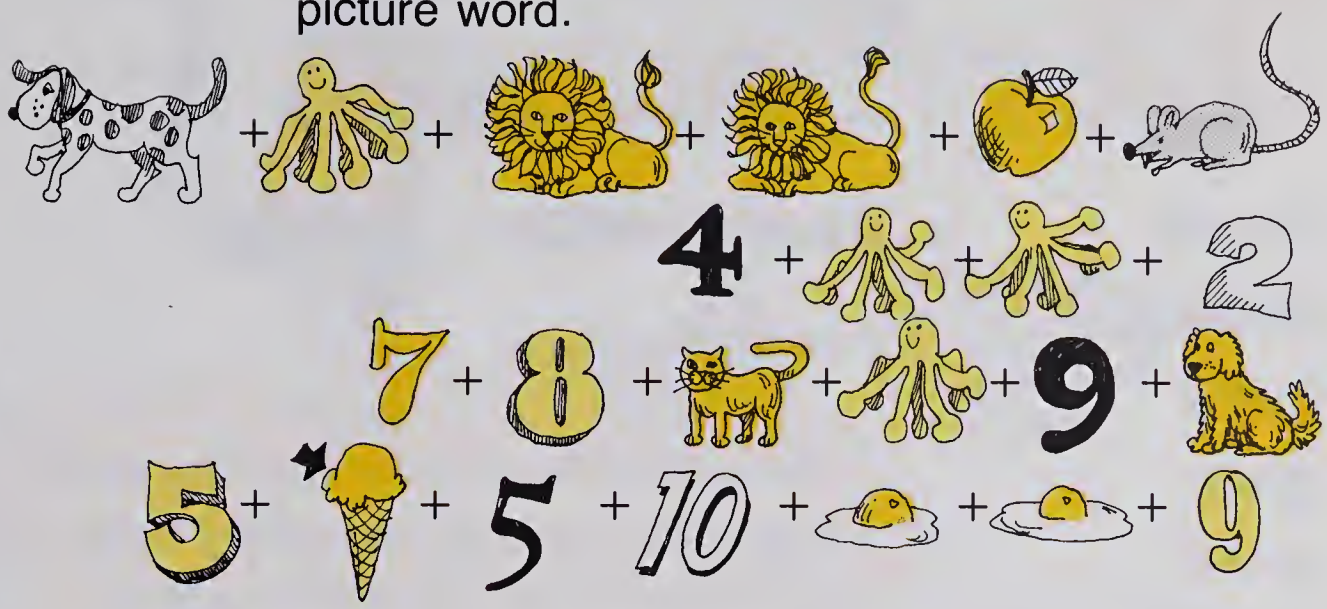
THROUGH

4. Read the verse again.

   If I had a million dollars or less,
   I'd buy hundreds of things, I guess.
   I'd buy fifteen huge ships to sail the sea,
   And eight trips to the moon for our family.

   Ask your teacher or a friend to dictate the verse to you.
   Use this book to check your spelling and punctuation.

5. Write words using the first letter of each picture word.



6. Write the words for these symbols:

1st 2nd 3rd 4th 5th 6th

7. Find all the math words in this puzzle. Write the words in your book.

l	■	d	i	m	e	m	e	t	r	e
m	a	t	h	■	f	i	r	s	t	s
i	d	h	h	f	i	f	t	h	■	u
l	d	i	■	s	e	t	■	a	■	b
l	a	r	c	o	u	n	t	p	■	t
i	■	d	■	s	u	m	■	e	■	r
o	s	e	c	o	n	d	t	w	o	a
n	u	m	b	e	r	■	o	n	e	c
■	d	o	l	l	a	r	s	■	■	t

Unit Test

Your teacher will dictate all the words in this unit. If you misspell a word, write it in your special list.

32

brush
babies
eyes
gray
great
noise
dishes
loves
mouth
wants
girls
watch

Pretest

How many words did you get right?
List the words that were hard for you.
Where did you have trouble?

Study Helps

1. Read the verse.

The babies have great big gray eyes;
Both girls are good at making noise
One twin loves to bang the dishes
So everyone will know her wishes.

Write the underlined words that mean "more than one."

2. You have learned that to write the plural of most words we add the letter **s**, as in cats.

Now look at the word dishes.
What is the base word?
What letters were added to write the plural?
Write dishes. Circle the letters **es**.

Write the plural of brush and watch.

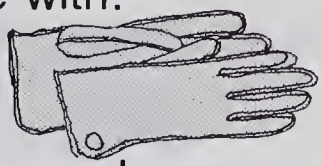
Now look at the word babies.
What is the base word?
How was the base word changed in the plural form?
What letters were added to show the plural?
Write the plural of: lady, family, and party.

3. Write three list words that have the vowel sound /ā/ you hear in .
Circle the letters in each word that spell /ā/.
Which word uses letters you might not expect?

4. Write list words that rhyme with:

south

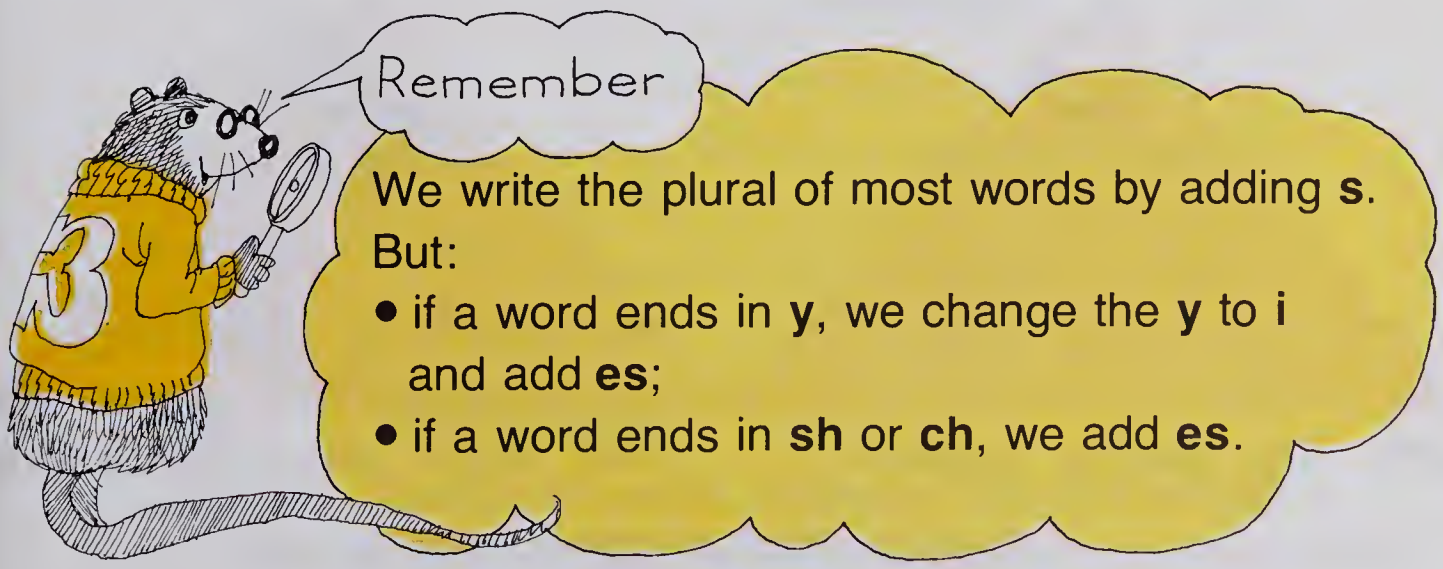
toys


gloves

5. Look at the word <u>mouth</u>. Write it.
Circle the letters that spell the vowel sound.
Put a box around the last two letters.
Do you remember that these letters spell *one* consonant sound?

6. Write the list words in which you hear consonant blends. Circle the consonant blends.
Did you write three words?

Now write the list words that have special consonant sounds spelled with two letters.
Circle the letters. Did you write four words?


Remember
We write the plural of most words by adding **s**.
But:
• if a word ends in **y**, we change the **y** to **i** and add **es**;
• if a word ends in **sh** or **ch**, we add **es**.

Using Your Spelling Skills

1. Write the plural of these animal, bird, and plant names in your special lists:

bear	thrush	turkey	donkey
monkey	goat	bunny	fish
lion	fox	finch	elephant
oak	maple	ash	grass
poplar	cherry		

2. Write words in your notebook to finish these sentences:

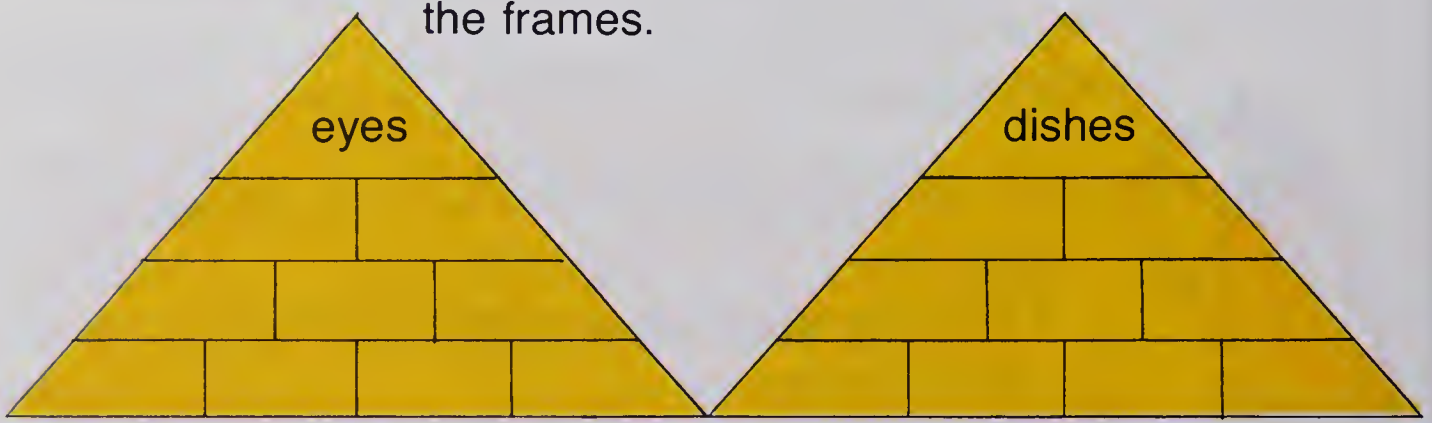
He could not find a _____ to _____ his coat.

The _____ made a _____ _____ when they fell.

The great _____ heron kept _____ over her young ones.

Sally lost her _____ .

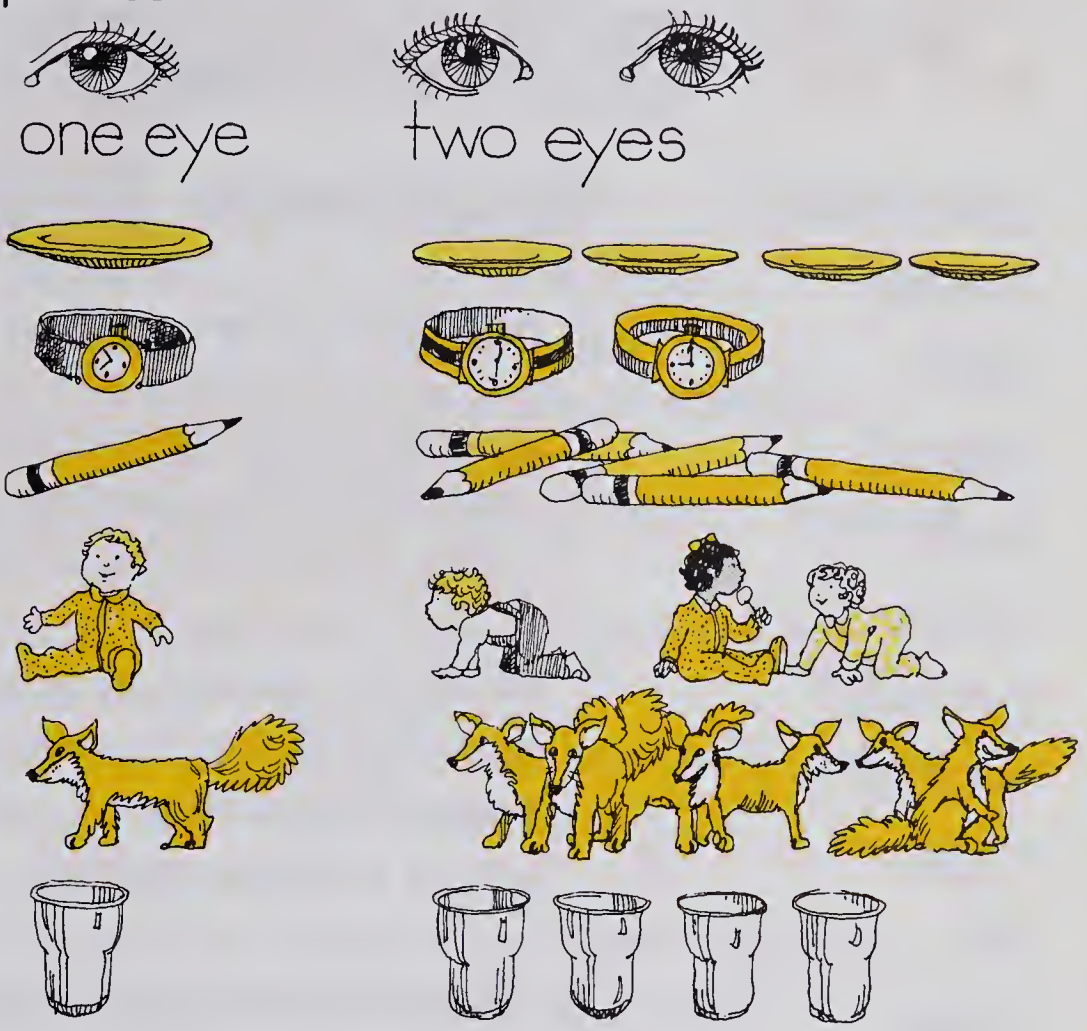
3. Make spelling pyramids, using the words below the frames.



gray big smiling beautiful new shiny clean expensive

Can you think of other words to add?

4. Follow the example and write words for these pictures.



5. Help Musky finish this story:

The big gray female wolf hid her babies in the cave. She growled to tell them to stay. Then she lay down to watch for the return of her mate. Suddenly a roaring noise....

Unit Test

Your teacher will dictate all the unit words.
If you misspell a word, write it in your special list.

33

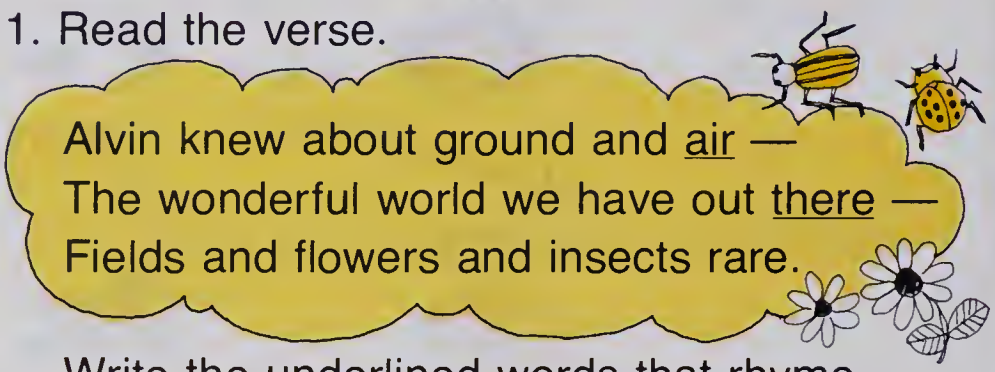
television
knew
hair
wood
field
road
ground
world
true
air
chair
new

Pretest

How many words did you get right? List the words that were hard for you. Check carefully to see where you made mistakes.

Study Helps

1. Read the verse.



Alvin knew about ground and air —
The wonderful world we have out there —
Fields and flowers and insects rare.

Write the underlined words that rhyme with: Say the words. What vowel + **r** sound do you hear? What letters spell this sound in these words?

2. Write the list words that rhyme with could, peeled, shoe.
Did you notice that the list words had different spellings for the rhyming sounds? For example: c ould w ood

3. Find a homophone in your spelling list for each of these words: new, rode, would, hare
Write each pair of homophones in your book.

4. Say the word field.
What vowel sound do you hear?
What letters spell /ē/ in this word?
Write the word. Circle the vowel letters.
Underline the consonant blend.

5. Look at the word world. Say it and listen for the vowel sound. This is the special sound /ė/ + **r** that we hear in earth. What letters spell this sound in world?

6. Look at the word television.
   Say it slowly, syllable by syllable.
   Note the spelling of each part.
   If you have trouble learning to spell this word, use the study steps
   LOOK SAY COVER WRITE CHECK.

7. Look at the word knew. What is the first sound? How is it spelled?
   Here are more words with the same spelling for the consonant sound /n/:
   knot, knit, knock
   Write all the words in your book. Can you add more of these words to the list?

Remember

The letters **kn** sometimes spell the consonant sound /n/ as in knew.

Using Your Spelling Skills

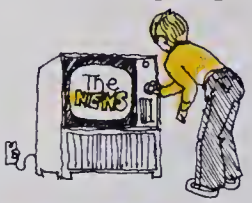
1. Look in your reader to find pairs of words that sound the same but have different spellings and different meanings. Write these homophones in your notebook.

2.

l	e	a	f	k	h	n	e	w	g
c	h	a	i	r	a	b	o	o	k
t	e	l	e	v	i	s	i	o	n
w	o	r	l	d	r	o	a	d	e
o	a	d	d	t	r	u	e	d	w

In this puzzle there are ten list words and many other words. How many can you find? Write the words you find in your book.

3. Write list words to finish these sentences:



He turned on the _____ set to see the _____ news.

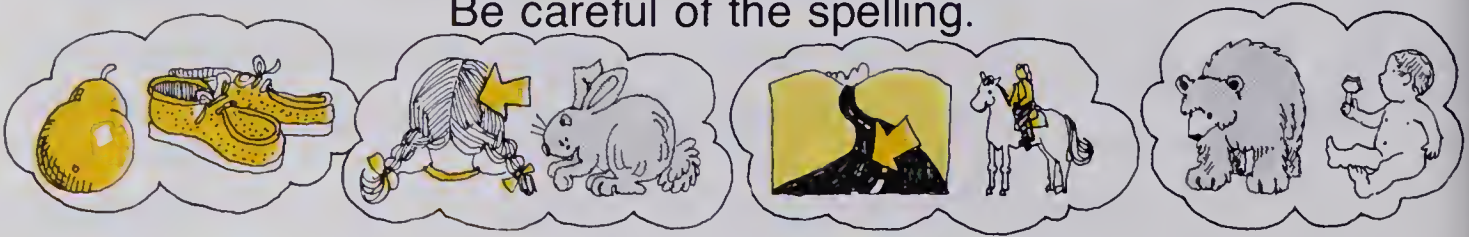
She rode her pony along the winding _____ .

The bright leaves from the trees drifted slowly to the _____ .

The girls chopped the _____ for the campfire.

He brushed his _____ before he sat down in the _____ .

4. Write the picture words. They are homophones. Be careful of the spelling.



5. Look in your dictionary for more words that begin with the letters **kn**. Write three of them in your notebook.

6. Finish these rhymes:

   (a) I gently combed the horse's hair.
   Even if he _____.

   (b) I thought I heard a sound
   As I was _____.

   (c) A big surprise it was for Lou,
   What it was _____.

7. Musky wrote a secret message in a new code. Can you figure it out and write his message in words?

Wld	y	lk	t	b	n	tlvsn	wth	m ?

W	wll	b	n		shw	wth	n	nml.

W	wll	fnd	t.

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

34

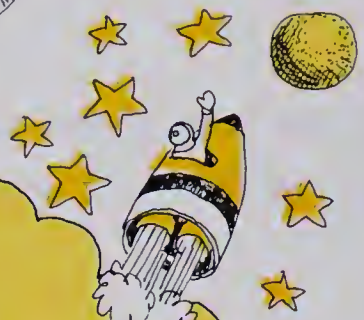
good-bye
cheese
climb
planet
think
pool
silly
high
clothes
grade
names
okay

Pretest

How many words did you get right? Look carefully at any word you misspelled. List the words that were hard for you.

Study Helps

1. Read the verse.



I'll climb into my space suit,
The clothes for planet Mars.
Then I'll wave good-bye to earthlings
And shoot off among the stars.

Write the two underlined words that have the number of syllables you hear in:

pocket

doctor

What two vowel sounds do you hear in planet?

2. Good-bye is also a compound word. Notice the mark between the two base words.
This mark is called a *hyphen*.
Another compound word with *hyphens* is merry-go-round.

3. Write the list words that have the vowel sounds that you hear in these picture words:

4. Write the other two words that are underlined in the verse.
   What consonant blend do both words start with?
   Look at clothes. Say it.
   What two letters must you remember to write?
   Write the word. Circle the **th**.

5. Write the list words that start with a special consonant sound that is spelled with two letters.

6. Look at the word climb.
   What is the last sound? How is it spelled?
   There are a few words that have this spelling.
   It is found only at the end of base words.
   Here are two more words: lamb comb.
   Do you know any others? Be on the lookout for them.

7. Write the list words in alphabetical order.
   Remember how to arrange words that begin with the same letter.

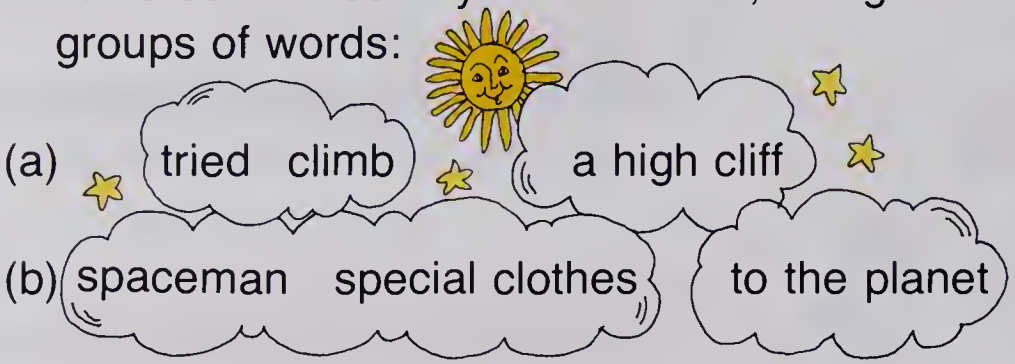
8. Three list words have the consonant sound /z/ at the end. Write them. What letter is used to spell /z/ in these words?

Remember

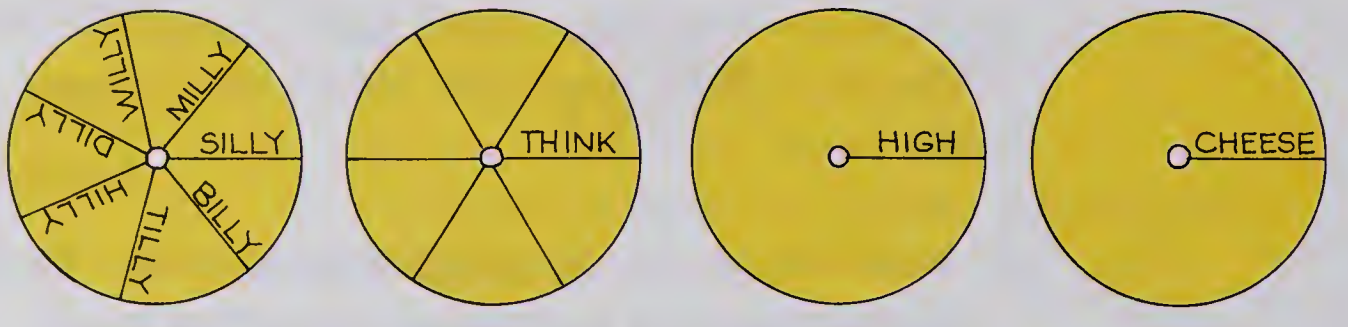
Some words have parts that are separated by a hyphen, as in good-bye.

Using Your Spelling Skills

1. Write sentences in your notebook, using these groups of words:



2. Make rhyming wheels. Draw circles in your book.
   Make spokes in these wheels by writing as many rhyming words as you can think of. The first one is done for you. You can use different spellings in the rhyming words.

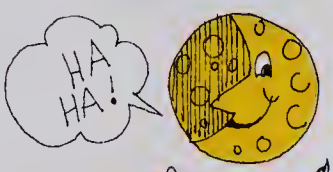


3. Musky decided to copy the verse at the beginning of the unit. But Musky didn't look carefully. Find Musky's mistakes and write the verse. Then check your spelling with the verse on page 146.

Ill clime into my space suit
The clothes for plant Mar.
Then Ill wave good by to earthlings
And shoot off among the star.

4. Write the complete sentences in your notebook. Each missing word is in your spelling list.

The rocket has to fly _____ before it will reach the _____ .



Once upon a time people thought that the moon was made of _____ .

The children wore _____ _____ for the party.

Fred jumped into the _____ before he had time to _____ .

5. Write list words in your notebook to match these meanings:

(a) foolish
(b) all right
(c) made from milk
(d) opposite of hello
(e) a place to swim
(f) opposite of low
(g) to dress with
(h) go up
(i) a year in school
(j) It is in space, very far away.
(k) what you sign a letter with
(l) You do it with your brain.

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

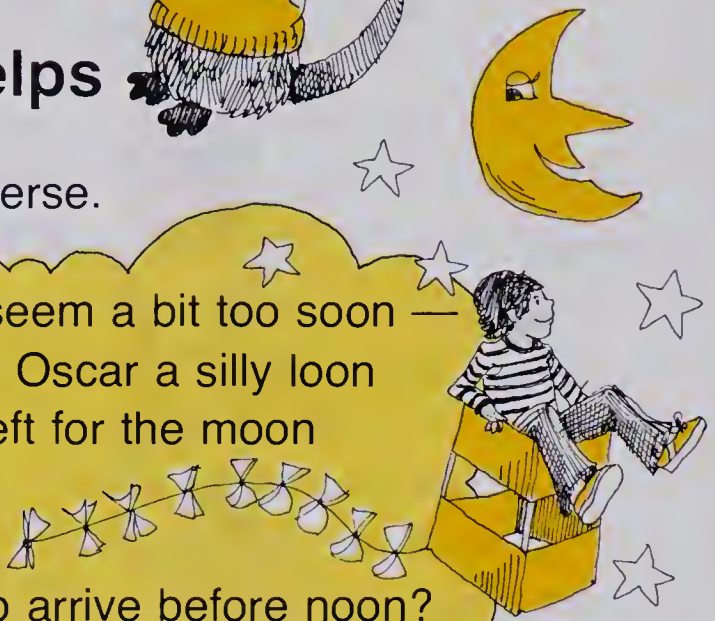
35

days
even
moon
soon
wasn't
doesn't
kittens
only
while
party
tried
kite

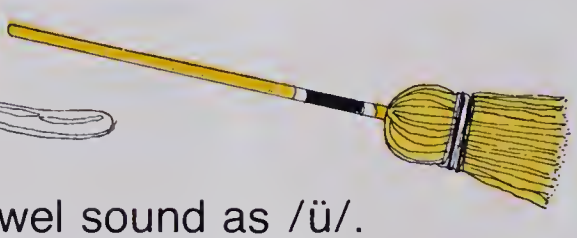
Study Helps

1. Read the verse.

Doesn't it seem a bit too soon —
And wasn't Oscar a silly loon
When he left for the moon
On a kite
At night
And tried to arrive before noon?



Write the words that have the vowel sound you hear in:



We write this vowel sound as /ü/.
What letters spell the vowel sound /ü/?
Write other words that have this vowel sound and spelling.

2. Write the list words that have the number of syllables you hear in:

pocket

mother

3. Write tried. Write the base word.

Pretest

How many words did you get right?
List the words that were hard for you.

4. Write the two words that are plurals. Underline the one that has a double consonant.

5. Write the words that end in the vowel sound /ē/.
   How is this sound spelled?

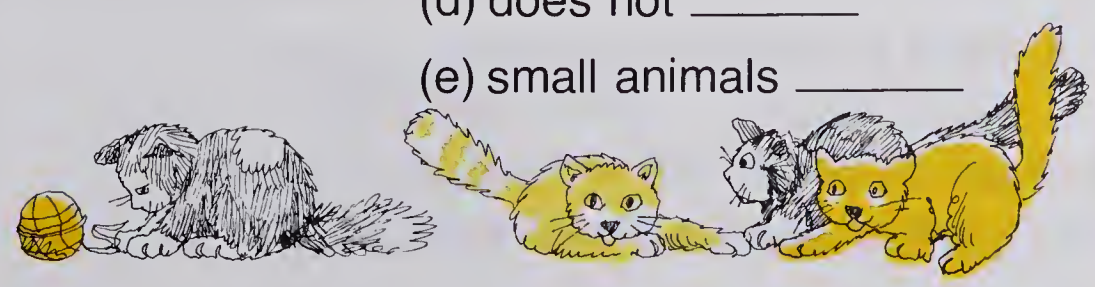
6. Write the words that start with a consonant blend. Circle the consonant-blend letters.

7. You will remember that sometimes we shorten two words to make one word as in:

   did + not = didn't

   Words like didn't are called *contractions*.
   Write the two list words that are contractions.
   What special mark do we use in contractions?
   Why?
   Write the base words of each contraction.

8. Write the list words that mean:
   (a) something that flies _____
   (b) seven of these in a week _____
   (c) before long _____
   (d) does not _____
   (e) small animals _____



Using Your Spelling Skills

1. Write sentences using each of these sets of words:

(a) wore funny hats at the party

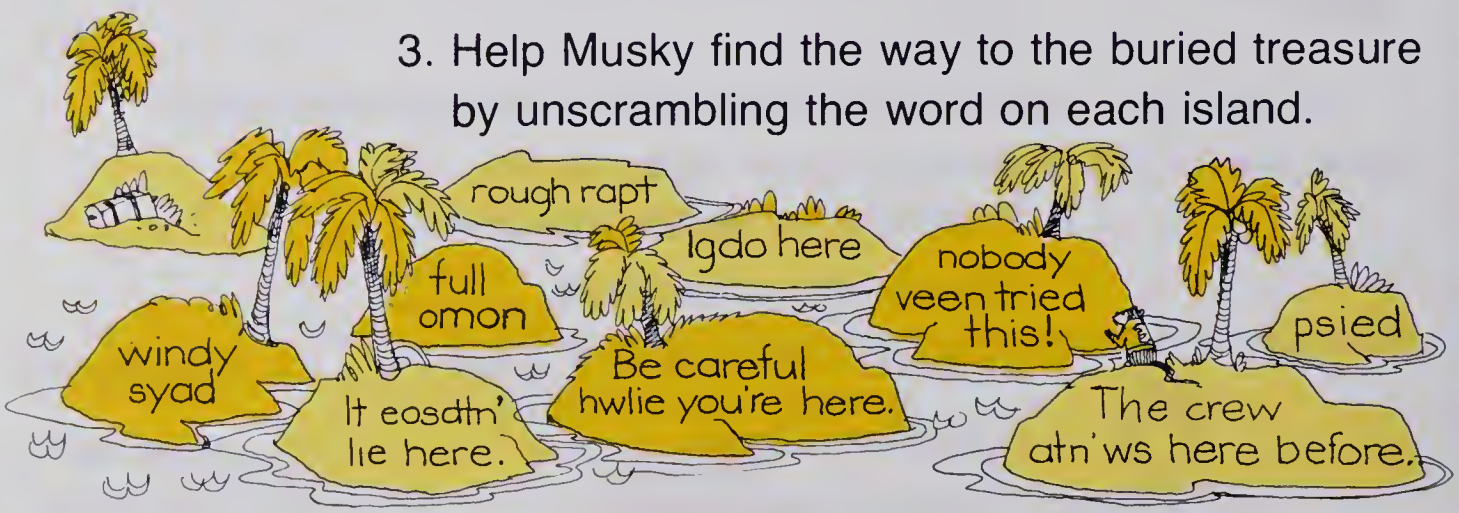
(b) wasn't tired after the long swim

(c) kitten tried climb the rope

2. Write rhyming words for each of these words. How many can you write for each word? Where can you check the spelling of each word?

days moon while kite kittens tried

3. Help Musky find the way to the buried treasure by unscrambling the word on each island.



4. Write contractions for these words:

can + not	do + not
did + not	would + not
could + not	had + not

5. Write list words in your notebook to finish these sentences:

The three _____ said they lost their mittens.

Lucy Lindy _____ like big dogs.

Tom played the piano _____ his brother played trumpet.

Janet was unhappy because she _____ able to go to the _____ .

We knew that the _____ would come up _____ .

6. Write this short paragraph. Change all the underlined words to contractions.

The plane had not left the runway when we saw smoke. We could not see because the police did not allow us past the gate. We were frightened, but we could not leave the airport until we found out what had happened.

Unit Test

Your teacher will dictate all the words in this unit. If you misspell a word, write it in your special list.

36 Looking Back

1. Look again at the math words in Unit 31. Write the words to match these symbols:

   $ 8 100 15 2nd 1 000 000

   If any of these words are hard for you, use the LOOK SAY COVER WRITE CHECK method to help you.

2. Remember how the plural form of words is written.
   Write the picture words in your notebook:

3. Musky's sentences have some words spelled incorrectly. Write the sentences in your notebook and correct the underlined words.

Mr. Kyrdyk plowed the field becaus the grownd was so hard.

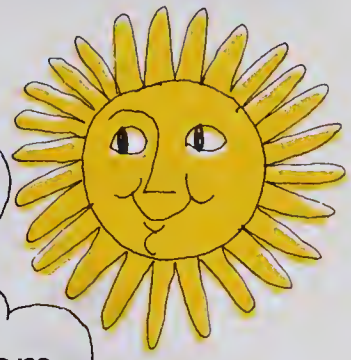
Dad bought us a knew tellivishen set for Christmas.

The men dressed in strange cloths to climbe the mountains.

We saw the planit clearly wile the sky was clear.

Grandmother wasent sure that she new all of their naims.

4. Write a sentence using the groups of words in each box.



(a) the mice came through the floor

(b) couldn't guess where noise came from

(c) everyone knew story wasn't true

5. Write in your book the words in which you hear:

(a) the vowel sound /ī/ as in 9 .

high	climb	while	fight
tried	silly	think	cry

(b) two syllables as in .

dollars	good-bye	cheese	pennies
fifteen	kittens	nineteen	television

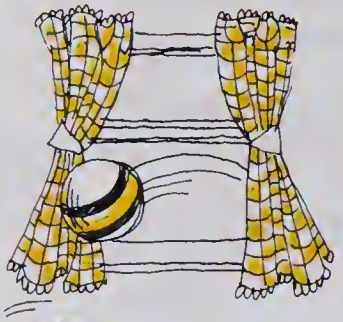
(c) the vowel sound /ü/ as in .

true	blue	foot	moon
soon	pool	spool	do

6. What do you think might happen if a silly little mouse hid on a space ship that was going to the planet Mars?
Write the story.

7. The sentences below have words that are *homophones*. Decide which word belongs in each sentence.
Write the complete sentence in your notebook.

There are (ate, eight) pennies in the picture.



The ball flew (threw, through) the window.

We cut enough (wood, would) for the campfire.

The princess had long, curly (hare, hair).

Joan's family went to the store to (buy, by) groceries.

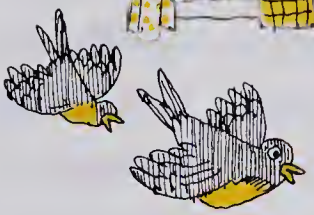
There are thirty (days, daze) in the month of June.

8. Use the pictures to help you finish the rhymes. Use the spelling lists to help you find rhyming words.

The little boy fell off his chair
Because the barber _____ .

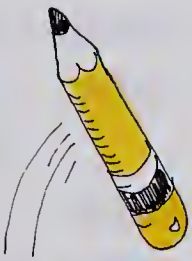
Sally does the dinner dishes
To satisfy her _____ .

There wasn't a thing that puzzled Janet;
She knew the stars and _____ .



In autumn the robins sang "Good-bye"
To the south _____ .

9. Help Musky write a short story, using these groups of words:



heard a strange noise
found a nest of bird babies
on the ground
made of wood and hair
popped worms into each hungry mouth
silly babies tried to climb out of the nest
soon tried to fly

Basic Word List

about
afraid
afternoon
again
ago
air
almost
along
also
always
angry
animal
another
any
anything
around
ask
asked
asleep
ate

babies
baby
bang
barn
baseball
beach
bears
beautiful
because
been
before
began
behind
being
best
better
bit
bite
blew
blue
boat
bone
books
bought
bread
broke
brought
brush
buy

call
called
camping
candy
care
cars
castle
caught
cave
chair
cheese
circus
class
clean
climb
climbed
clothes
clown
coat
cold
color
come
coming
cookies
could
couldn't
cows
cried
crying
cut

dance
days
decided
didn't
died
dinner
dinosaurs
dishes
doctor
does
doesn't
dog's
doing
dollars
done
dragon
duck

earth
eating
egg
eight
elephant
end
even
ever
every
everybody

everyone
everything
eyes

face
fairy
fall
far
farmer
fat
favorite
feet
felt
few
field
fifteen
fight
finally
finished
fire
first
floor
fly
flying
foot
forest
fox
friend
friend's

game
games
garden
gave
gets
getting
girl
girls
goes
going
gold
gone
good-bye
grade
gray
great
ground
guess

hair
happened
happily
hard
haunted
having
head
heard
helped
here
he's
high

hill
himself
hole
holiday
hospital
hundred
hungry
hurt

I'd
I'll
inside
its

jumped
jumps
just

kept
kill
killed
kind
king
kiss
kite
kittens
knew
know

lady
lake
land
last
later
leaves
left
leg
light
looking
looks
loved
loves
lunch

machine
magic
many
math
may
maybe
mean
men
met
million
moon
more
morning
most
mother's
mouth
much
must
myself

names
near
new
noise
nose

okay
once
only
open
our

party
people
pick
picked
planet
plant
police
pond
pool
prince

queen

race
real
right
river
road
rock
room
running
runs

said
same
sat
Saturday
saw
scared
second
set
sharks
sharp
ship
should
show
sick
side
silly
sing
skunk
sky
small
smell
snake
snow
soccer
soft
someone
soon
stars
started
stay
still
stop
stopped
street
suddenly
summer
Sunday
supper
sure

tail
talk
team
teeth
television
tell
ten
tent
than
that's
their
there
they
they're
think
those
thought
thousand
through
tiger
times
tired
to
together
too
top
toy
trees
tried
trip
troll
true
trunk
try
turned

ugly
under
until
upon
use

visit

walked
wanted
wants
wasn't
watch
wear
week
well
were
where
while
wild
wind
window
winter
wished
witch
woke
wolf
woman
won
wood
woods
world
would
wouldn't

year
yellow

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